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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS AND OFFICIAL ANNOUNCEMENTS.

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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

No. 1. JANUARY, 1897. Vol. XVII.

Articles: Original and Selected.

THE SCHOLASTIC YEAR, 1895-96.

Statistics are always dry and sometimes misleading. However, they give some indication of the true state of affairs which cannot be obtained without them.

Probably during the past year more has been said and written about education in this province than ever before in the same length of time.

Much has been well said, and much needed to be said; but truly the pessimist has had a great time. One has hardly dared to say him nay, even when at his worst. Let us turn to the figures in the last report of the Superintendent of Education and see if we can comfort our souls even a little. After which, whether successful or not, we may point a moral. Critics are very useful, and although somewhat exacting, are as honest as the generality of mankind. Some of them have reasoned very closely in regard to education in this province, but starting with false premises they have reached results that are usual in such cases. Perhaps most injustice has been done by concluding from particular cases that everything is bad.

As the RECORD reaches, practically speaking, only English people, let us take a glance at the statistics that concern English schools alone. There are 1371 Protestant teachers in this province, of whom 1241 are female and 130 male. Of these 85 or 6.2 p.c. have no diplomas. Again, as to place, of these 85, 30 are in Montreal; and as to grade of schools,

30 are reported from superior schools and 55 from elementary schools. On the face of it this looks bad for Montreal and for our superior schools. But when one considers that these 30 in Montreal and these 30 in the superior schools are made up almost entirely of teachers of special subjects, such as singing, physical drill, instrumental music, cooking, carpentering, drawing, writing, and of kindergartners who have been trained outside the province, the matter does not look so serious, although it raises the question, since these persons are all reported as teachers, should not provision be made for their certification in the subjects which they teach?

We are confident that there is not one uncertificated teacher in the province in charge of a department in a superior school.

In the elementary schools 55, or 5 p.c. of the 1,084 teachers therein, have no diplomas, and 385 teachers, 27.9 p.c. of the 1,371, hold first-class diplomas from the normal school. It appears that the institutes have, during the past 12 years, been attended by upwards of 3,000 teachers, an average of 19 p.c. of the whole each year, or excluding the normal school graduates who do not generally attend, about 30 p.c.

At a very conservative calculation, we find that more than half of our teachers have had some degree of professional training. With this fact in mind, when we turn to the question of salaries, we discover that the teacher has done more to meet the demand made upon him for professional training, than the rate-paper has done to recognize the value of that training.

In elementary schools the male teacher receives, on an average (throughout), $600 a year, with diploma, and $278 without. The female teacher, in like circumstances, receives $182 and $151. In model schools and academies the male teacher has $835 and $617, while the female teacher gets $302, and strange to say, without diploma, $367. We remember, however, that the specialists without diploma get good salaries and bring up the average.

Now that compulsory professional training is so near us, is it not time to fix a legal tariff for teachers in such a way as to secure a reasonable minimum for the several grades of diploma, and for the varying circumstances of different municipalities?

The cost of education in the province amounts to $1.85

per head of population, being almost exactly that of Ontario. The average school attendance is 76 p.c. That does not mean that 24 out of every hundred children of school age are absent all the time, but it means that at any time during the year 24 out of every hundred enrolled pupils are absent. This is not satisfactory. It would be interesting to know how many children of school age are not enrolled at all, but this information is not given, and unfortunately is not easily obtainable. In the cities and towns there are many private schools that make no report at all. In many cases, when asked by the inspector, the proprietor refuses even to state how many pupils are in attendance. He has not been known, however, to neglect to get exemption from taxation on his whole house, on the ground that the school in the back drawing-room is an educational institution. Let us hope that hereafter he may be brought to see that, considering the benefits he receives from the state, the state is not impertinent in the person of the inspector. But, even making allowance for such cases, it is certain that the attendance leaves much to be desired as to regularity, and something as to universality.

Now, for the application, or a part of it, at any rate, if this reference to the statistics is not *couleur de rose*, if a reference has any colour at all, neither is it as blue as it might be. Taken in comparison with statistics of years ago it shows progress, not rapid, but still progress. Although there are many things to mend in our system of education to render it effective, there is not much to make. For instance, the pressing need is well trained, well paid teachers, with regular attendance at class of all children of school age. The accessories can all be provided under existing laws. While the people are declaring against their own schools, they are as a whole trying to keep down taxation in the vain hope that they will get money from some place other than their own. The school boards are empowered and required to levy a tax that shall be sufficient for all their needs, but they alone judge as to what are their needs.

In many places in this province, under progressive members of the school boards, with an intelligent and sympathetic body of rate-payers, there are schools that are a credit to this province, as they would be to any other province of the Dominion. The reason is simple, they pay for good schools—and they get them.

Editorial Notes and Comments.

WITH this number, the EDUCATIONAL RECORD begins its seventeenth volume. We hope that during the year just commenced we may be able to give our readers many hints that will be found of some value in connection with the daily life of the school-room. We are sorry to have to say that our appeal for co-operation on the part of our teachers has borne little fruit as yet, but we are not without hope for better things in the time to come. We trust that all friends of education in our province will give the readers of the RECORD the benefit of anything they may have learned, from experience or otherwise, that is likely to help their fellow-members of the teaching profession. We assure them that they will be helping themselves by so doing.

—AMONG the important announcements made by the provincial Premier, shortly before the close of the session, were those in connection with the proposed increase in the government support of elementary education. He said that the government intended to set apart $14,000 of the annual grant for distribution among the best lay elementary school teachers, which would allow one male teacher in every ten $30, and one female teacher in every ten $20; that the help to elementary schools in poor municipalities would be increased from $10,000 to $20,000; that free text books would be given only to the most needy municipalities, as to give them to all would cost too much; that further encouragement would be given to schools for working classes and technical education generally, and that the government would do still more for the cause of educating the masses when the finances permitted. He also declared that the government did not intend to touch or destroy in any way the principle or fabric of our present educational system which was essentially good. They merely desired to improve, extend and further develop it. He laid special emphasis also on the declaration that there was no room in the province, that there was no wish either among Catholics of Protestants, for godless or irreligious schools, and that the general demand was for a thoroughly Christian education of our youth, the secular marching hand in hand with the spiritual. in order to prepare good citizens for the future. We give the two main clauses of the resolutions that passed the Legislature in respect to elementary schools.

Resolved,—That the income of the Elementary School Fund shall be applied, under the direction of the Lieutenant-Governor in Council, by the Superintendent of Public Instruction, in promoting elementary instruction in poor municipalities, aiding schools for the benefit of the working classes in cities and towns, improving the condition of elementary and model school teachers, supplying school-books gratuitously and generally providing for the more efficient diffusion of elementary education throughout the province, the whole to such extent as the Lieutenant-Governor in Council may be pleased to order and under such regulations as he may be pleased to make.

Resolved,—That, for the purposes mentioned in the preceding resolution, until the said Fund produces a net yearly income of sixty thousand dollars, there shall be granted to Her Majesty yearly the sum of fifty thousand dollars, out of the Consolidated Revenue Fund of this Province.

It is to be noticed that this is a new fund to supplement the previous grants for elementary instruction, and that, unlike the common school grant of $160,000, it is not to be distributed according to population.

—The following remarks, which appeared in the Toronto *Evening News*, have been much copied by the educational press, and we have thought that our readers might like to read them. Under the heading, "Encourage the School Teacher," the *News* says: "There are many heart-sick school teachers in this city whose work would be lightened by a few words of appreciation from parents whose children have been the subjects of deep anxiety through the long term, and who have had the best care and training which the teachers are capable of imparting. Unfortunately there are few parents who ever give the matter sufficient thought to realize what they owe to the school teacher. One who leaves himself or herself open to censure is not long in getting it. In such cases the parents have a lively appreciation of their rights, and they are not slow in letting the dominie know what they think of him. It is pretty hard for him to swallow, but he takes his medicine quietly, as a rule, and that is the best thing to do. But parents, who are quick to resent the exercise of undue authority by the teacher, rarely if ever, think of the infinite patience and forbearance that is necessary in the training of children,

and as a result they do not—as a rule—make allowance for the human nature in the teacher. They expect him to be infallible. Parents who cannot train two or three children in their homes have only condemnation for a teacher if he or she fails to manage sixty or seventy, and teach them the three R's whether they will or no. Another class of parents—and they form the majority—do not think of it. They would express their satisfaction if the teacher came to them, but it is too much trouble to go to the teacher or to write him a note. If parents but knew the encouragement the men and women who teach would derive from a frank acknowledgment of the value of their services and an expression of gratitude for the patience exercised towards their children, thousands of them would hasten to thank those who have been faithful to their duty. It would also inspire them to fresh exertions in behalf of those committed to their care."

—The United States Commissioner of Education, Dr. W. T. Harris, believes that the use of books should be more widely and better taught. An exchange publishes these words of his: "One great object of the school in our time is to teach the pupil how to use books—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find in his busy age people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach. Oral instruction, except as an auxiliary to the text-book—except as an incitement to the pupil's interest and a guide to his self-activity and independent investigation in the preparation of his next lesson—is a great waste of the teacher's energy and an injury to the pupil. The pupil acquires the habit of expecting to be amused rather than a habit of work and a relish for independent investigation. The most important investigation that man ever learns to conduct is the habit of learning by industrious reading what his fellow men have seen and thought. Secondary to this is the originality that adds something to the stock of ideas and experiences of the race. The pupil who has not learned what the human race have found to be reasonable is not likely to add anything positive to the total of human knowledge, although

he will certainly be likely to increase the negative knowledge by adding a new example of folly and failure."

—The importance of teaching the child to use his own language is evidently becoming more and more a recognized fact. The movement in favour of good English in our schools no more means that we expect our educational system to turn out great poets or great authors than does the fact of arithmetic being on the curriculum mean that every pupil is to be an accountant or celebrated mathematician. All we contend for is that no pupil who has passed through the various stages of our school system should be unable to express himself grammatically or to write a letter without breaking all the rules of English composition. The protest against the state of affairs that has too long existed in this respect is no "fad" but is a commendable recognition of what ought to be. As a first step in the right direction it will be necessary for our teachers to watch well their own language and guard against their besetting sins in the shape of faulty expressions, for children learn much by imitation. A second step will be to watch the pupils' manner of expressing themselves, when writing or speaking, and correct the frequent inaccuracies. The reasons for such corrections should be made plain to older pupils at the time of correction or they will not be of as much value as they might otherwise be. A third and most important step will be constant and intelligent drill in the use of words and sentences. In connection with this important matter we reprint the following by William J. Rolfe, from the *Educational News*:

If children learn nothing else in school, they should learn how to use their own language. This is the key to the learning of all time, the instrumentality whereby all knowledge is shared and distributed among men. It is, moreover, the only branch of a school education all of which the pupils will find of positive practical use at all periods of their life. Beyond the merest elements, how much of the arithmetic learned in school is of real use to one pupil out of ten? How much of it is remembered by the very large class who have no occasion to employ it in later life? Beyond the great facts that could be taught in a few lessons, how much of the geography is remembered in after years by the vast majority who have learned it in school? In travelling in Europe, and even in parts of our own country,

one has to learn the geography all over again. I have to go to the gazetteer for hundreds of facts that I had to commit to memory in my school days; and if I want some of the same facts again six months later, the chances are that I shall have to go to the gazetteer again. I do not care to lumber up my memory with such knowledge when I know where to find it if I have occasion to make some temporary use of it. So with the minutiæ of history, which are memorized so laboriously in school, and forgotten so easily afterwards. It is only teachers and critical students of history who remember them, or to whom they are of sufficient value or interest to justify any special effort to retain them; but all that we learn in the study of language, if it is taught aright, is of immediate and enduring value. Every new thing we come to know in literature is a joy forever. Your school boys and school girls, after they have become fathers and mothers, will testify to the truth of this. I am old enough to speak on this point from my own experience. I began teaching forty years ago, and from the start I combined work in literature with that in language. I have met many of my pupils long after they had grown up and become settled in life; and I have found them enjoying good books and training their children to the same habits and tastes. They tell me that of all the lessons they had in school those in English have been the most helpful, stimuating and inspiring ever since.

—EVERY one who has the reading habit—and everybody reads—has one or two objects in view: "to acquire information or to experience a mental pleasure," writes "Droch" in the December *Ladies' Home Journal*. "No matter how inferior the book read, when you sat down to read you intended to learn something new, or 'to kill time,' which is a colloquial way of saying that you wanted to turn your mind into pleasant channels. There is a certain type of mind that only gets pleasure out of reading when at the same time it is getting knowledge. That kind is the exception, and it reaches full satisfaction only by becoming what we call a scholar. For the mind seeking knowledge by reading, the sign-boards are many in these days, and, instead of the way being narrow and arduous, there is no other highway in life quite so carefully marked out as the road to knowledge. In many little towns and cross-roads the State has marked the entrance to it with a schoolhouse which is free to every-

body. And from there, up through the high school and the normal school to the college, the State lavishes money, and rich men and churches give millions to make the way plain and easy. In no other line of effort can so much be had for nothing as in the acquisition of knowledge. Even for those whose time is limited by the necessities of bread-earning, there are Chautauqua circles and University Extension societies. The world was never so kind to the inquiring mind as it is to day."

—THE subject of home lessons is an ever recurring topic of discussion among teachers and parents. To any one who looks into the matter, it will appear that if a child spends from nine o'clock in the morning till half-past three in the afternoon at his school work—hours as long as many a man can stand without complaining—he should hardly be expected to go to work again in the evening. And yet in the majority of cases if a teacher set no home tasks, the parents would be up in arms because John or Mary had no lessons to prepare at night. It seems to be the old question of the man and the donkey—it is impossible to please everyone. The *Educational Review* refers to home lessons in this way: "It may be that some time in the future our methods of teaching will reach such a degree of perfection that we shall be able to do all the work required of us within the present school hours, but home lessons are yet a necessity. There are two classes of parents that the teacher has to dread. One, living for the most part in the cities, which objects to home lessons almost *in toto*; the other residing in the rural districts, which is forever complaining that the children have not enough to do at home. I can only urge as I have done before—give as few home exercises (requiring manual excellence) as possible, as the facilities for doing such work to advantage and with profit, are few in many homes. Do not permit lessons supposed to be prepared at home, to be studied in school. If there is time for such, allow it for the entire preparation of one or more home lessons. I think we should devote more time to instructing pupils how to prepare home lessons. How often do we hear parents say: 'I heard my boy or girl recite the lesson and he knew it perfectly.' The teacher often takes a different view of the matter, and it is not strange. Parents' well intentioned efforts to assist their children at home should not be discouraged, but their methods are not

the methods of trained teachers. Their memoriter work will not do, hence the pupils should have an exact idea of what is required of them, and above all should be taught system in connection with home work. The pupil who steals desultory glances at his home work whenever his attention is not otherwise occupied and who depends upon the few minutes allowed in school will profit but little by it.

—An exchange insists—as we have always done—that moral training should not be neglected in the schools. Habits of truthfulness and honesty are worth far more in the battle of life than to be able to extract the cube root or to parse infinitives and participles. This is not saying that arithmetic and grammar should be passed over lightly that instruction may be given in morals. The careful and conscientious preparation and reciting of lessons is of itself a training in morals that should not be underestimated. We believe that a definite and positive course of instruction in morals would be beneficial, but we should never lose sight of the fact, that the greatest moral force in the school is the life, the character, the everyday actions of the teacher. Give us moral training in the schools, but above all give us teachers whose lives are models for trusting, imitating childhood.

Current Events.

It has been arranged by the consent of the Normal School Committee and of the Department of Public Instruction of Quebec, that Dr. Robins, Principal of the Normal School of Montreal, is to deliver a course of lectures on pedagogy in Bishop's College, Lennoxville. This course is identical with that delivered in the Normal School course in Montreal by Dr. Robins. Attending this course of lectures is one of the conditions qualifying for a first class Academy diploma in this Province. The lectures will be given on successive Saturdays, beginning on January 23rd, 1897, at 9.15 a.m. Trains reach Lennoxville from both North and South, in time for these lectures. The lectures are open not only to members of the college and school, but also to all teachers, who are hereby cordially invited to attend the course. In order to meet certain necessary expenses, a fee of one dollar for the course will be charged to those who attend the lectures. The attention of all the teachers in the

St. Francis district is specially called to this opportunity. The authorities of Bishop's will be glad to welcome the teachers, and, if desired, arrangements can be made for dinner at the college for those who come from a distance. The course will be completed in about forty Saturdays.

—THE formal opening of the new school building in St. Lambert took place on the evening of Tuesday, January 6th. The function was a highly successful one in every respect. Addresses were given by Mr. H. B. Ames, member of the Protestant Committee, and Dr. J. M. Harper, Inspector of Superior Schools. Mr. Ames, in the course of his remarks, congratulated the town and its citizens upon their public spirit and the magnificent results here apparent from their efforts and self-sacrifice. He predicted that with the added advantages of fresh air and healthy exercise which their children possessed over their brothers across the river, the students of St. Lambert Academy would grow up fully able to win for themselves the choicest positions in professional and business life, not only in the great city across the way, but also in other places perhaps many miles distant.

Speaking of the purpose for which those present were gathered together, Dr. Harper said that he was prepared to take the gathering as a memorial of two things among many others, these being the educational progress that had been going on for years in St. Lambert, which might be called one of the most enterprising suburbs of Montreal, and the desire of the people themselves to rally with the greatest of good will, the one towards the other, round their school interests. Taking for his definition of education the preparation of boys and girls to take charge of themselves when they come to enter upon the higher responsibilities of life, he pointed out that the exercises which had delighted the hearts of so many parents and citizens present, were not to be set aside as a trifling with education, but declared that the training of pupils to come forward and subject themselves to open criticism was an excellent means towards enabling them to get rid of the natural awkwardness of children and to put forth an effort to take charge of themselves for the moment. In connection with his second point he referred to his own difficulties in introducing school reforms and improved methods. Every movement for the good of a community had to contend

with the priliminary laugh and with opposition. But that was no reason why such a movement should be set aside; and the commissioners and the people of St. Lambert deserved the greatest credit for persevering in their efforts until success had come to them as a reward.

—A COURSE of popular lectures in chemistry, by Professor Alfred E. Macintyre, of Morrin College, Quebec, has just been inaugurated. This is a commendable effort on the part of the college authorities to give the citizens of Quebec an opportunity of an introduction to scientific knowledge. We hope the lectures will be well attended, and that this course may be followed by others of like nature.

—SHORTLY before the holidays, the pupils of the McGill Model School held a most successful fair or bazaar, in aid of school library. Dr. Peterson was present and addressed a few appropriate remarks to the children, saying, among other things, that he thought school libraries could take a much larger development. We are glad to learn that Miss Peebles, the lady principal, who had charge of the bazaar, is well pleased with its success, some $200 having thereby been realized, to be expended in the purchase of new books for the library.

—WE regret that an account of the profitable convention held by the Frontier Association of Teachers, at Huntingdon, during the last week of November, was crowded out of the December number of the RECORD. All the sessions of the convention were highly instructive, and should prove valuable to all the teachers present. On the evening of the first day a large public meeting was held in Watson Hall with Inspector McGregor in the chair. Papers were read by Principal Gilmour, of Valleyfield, and the Rev. P. H. Hutchinson. The regular meetings were held in Jubilee Hall on Saturday. There were two sessions, morning and afternoon. Miss Warren, of the Gault Institute, Valleyfield, Miss Paterson, of Ormstown, and Miss Sever, of Riverfield, read interesting and instructive papers on the following subjects respectively: "Object Lessons," "French," and "History." In the afternoon Principal Ford, of Ormstown, read a paper on the "Responsibilities of Teachers," Mr. B. Adams one on "The Teacher's Aim," and Miss C. Nolan, of Huntingdom Academy, one on "Decimals." The Frontier Association is to be congratulated for the success of the convention.

—A CASE of school discipline came up recently in connection with one of the schools of St. John, N. B., which caused some excitement. Opinion seems to be divided as to the wisdom of the principal's action. In a certain school pilfering has been going on for some time, greatly to the annoyance of the teachers. Marked money was exposed in one of the teacher's satchels—not exposed as a temptation but hung upon the wall. The money was found in a shop where cigarettes were sold and it was traced to the boy who had spent it. The principal immediately reported the matter to the police magistrate, who, at the request of the teacher, inflicted no severer punishment upon the boy than a reprimand, but fined the vendor of cigarettes ten dollars. A writer in the *Educational Review* thinks that the teacher did right, and remarks that the most satisfactory feature in the whole case was the imposition of a fine upon the vendor of cigarettes.

—AT the last meeting of the Protestant Committee, an arrangement was approved of by which the advantages enjoyed by the arts students of McGill in regard to professional training in the Normal School, which they can take in conjunction with their arts work, are extended to Bishop's. Dr. Robins will go to Lennoxville weekly during this winter to deliver his course of lectures on pedagogy, and those who wish to teach after graduating will follow the course and besides practise in the Grammar School. On another page, we draw attention to the arrangements made by Bishop's to give teachers an opportunity to benefit by this course on padagogy.

—DURING the current term the University of Vermont has been trying an innovation in discipline. All seniors who are free from censures and conditions are released from all surveillance as to attendance on prayers and lectures. Each man is to be a law unto himself, the faculty assuming that he seeks for himself the same ends which the college seeks for him, and that he will be at all times the gentleman seeking to become the scholar. This privilege may be extended hereafter or withdrawn, according to the use made of it.

—REFERRING to a matter somewhat similar to this, the *McGill Fortnightly* had recently an article strongly condemning the espionage placed upon the students during examinations, and calling for the adoption of an " honour

system" which is worked at Princeton and Williams, and which, it states, has produced most satisfactory results in those colleges. The *Fortnightly* truly says that "the results of such a system cannot but be most wide-reaching, not only on the studies, but especially on the character and principles of the students."

—All interested in the crusade for better English will be pleased to learn that hereafter the student who would pass an entrance examination for Harvard University must give evidence of thorough acquaintance with the English language. The board of overseers sounds this warning note: "Voted, that, in the judgment of the board of overseers, every candidate for admission to the undergraduate departments of the university should give evidence that he can write the English language with such degree of neatness and skill in penmanship, correctness in spelling and grammar, and with such facility of expression as will enable him to enter, without further elementary instruction, on the elective studies to which he proposes to devote himself, including the more advanced courses in English composition; voted, that the faculty be requested to press steadily toward the attainment of the above end. It is also said that last year Harvard adopted a rule making a literary degree of A. B. compulsory for all students who present themselves for entrance in the department of medicine, and that now the University of Michigan wants the consent of the board of regents to the passage of a similar rule.

—The following news-note shows that another force, hitherto little heard of in this connection, is trying to make itself felt against military drill in school. "The Kansas City Board of Education recently employed a drill master for the high school cadets of which there are three companies, recently organized by the pupils themselves. The labour organizations of the city strenuously object to the movement, and have held meetings, and given expression to their objections through the press, that the board might be warned. They have stated to the board, through their representative, that a remonstrance, signed by the entire organization of the city, would be presented to that body at its next regular meeting."

—The Toronto *Week*, whose presence is missed among our exchanges, since its suspension, speaking in a late num-

ber of an interesting event which took place recently in the University of Aberdeen, said: "The students who had to attend the lectures of a certain professor, and found them unsatisfactory, preferred a formal complaint of inefficiency against him, and after an investigation by the University Court the charge was declared to be well founded, and the professor was asked to vacate his chair on a retiring allowance. This may look like harsh treatment, but the interests of the students and the University should, in such a case, be regarded as paramount. In the last resort only the students can say whether the lectures of a professor are worth attending or not, and if by regulation or in any other way they are compelled to spend time on what is of no value to them they may reasonably demand an inquiry."

—THE school laws of Indiana provide that at least one Saturday in each month, during which the public schools may be open, shall be devoted to township institutes or model schools for the improvement of the teachers. The township trustees are required to specify, in a written contract with each teacher, that such teacher shall attend the full session of each institute or forfeit one day's pay for every day's absence therefrom, unless the absence is caused by sickness.

—To guard against frequent changes of school books without good reason, an Ohio law provides that books, after being adopted, cannot be changed for five years without the consent of three-fourths of all the members of the school board, given by formal action at a regular meeting.

Literature, Historical Notes, &c.

EDUCATION IN MOROCCO.—A Moorish "college" is a simple affair—no seats, no desks, a few books. For beginners, boards about the size of foolscap, whitened on both sides with clay, take the place of book, paper, and slate. On these the various lessons, from the alphabet to the Koran, are plainly written in large black letters. A switch or two, a sand-box in lieu of blotter, and a book or two complete the paraphernalia. The dominie squats on the ground, tailor fashion, as do his pupils before him. They, from ten to thirty in number, imitate him as he repeats the lesson in a sonorous singsong voice, accompanying the words by a rocking to and fro, which sometimes enables them to keep

time. A sharp application of the switch to bare pate or shoulder is wonderfully effective in recalling wandering attention, and really lazy boys are speedily expelled. Girls, as a rule, get no schooling at all.

On the admission of a pupil the parents pay some small sum, varying according to their means; and every Wednesday, which is a half-holiday, a payment is made of from half a cent to five cents. New moons and feast-days are made occasions for the giving of larger sums, as are also holidays, which last ten days in the case of the greater festivals. Thursdays are whole holidays, and no work is done on Friday mornings, that day being the Mohammedan Sabbath, or "least meeting-day," as it is called.

After learning the letters and figures, the youngsters set about committing the Koran to memory. When the first chapter is mastered—the one which with them corresponds to the "Pater Noster" of Christendom—it is customary for them to be paraded round the town on horseback with ear-splitting music, and sometimes charitably disposed persons make small presents to the young students by way of encouragement. After the first chapter the last is learned, then the last but one, and so on backwards to the second, as, with the exception of the first, the longest chapters are at the beginning.

Though reading and a little writing are taught at the same time, all the pupils do not arrive at the pitch of perfection necessary to indite a respectable letter, so that there is plenty of employment for the numerous scribes and notaries who make a profession of this art. These sit in a little box-shop, with their appliances before them—reed pens, ink, paper, and sand, with a ruling-board with strings across at regular intervals, on which the paper to be lined is pressed. They usually possess also a knife and scissors, with a case to hold them all. In writing, they place the paper on the left knee, or upon a pad or book in the left hand. The plebs who cannot read or write, and all who wish to make arguments, appear with their statements before two of these—there are usually four in a shop—and after it has been written out and read over to the deponent, it is signed by two of the notaries. Such a document is the only one recognized by Moorish law. Individual signatures, except of high officials, are worthless, and even then the signature of the local judge (kadi) is

necessary to legalize the others. These signatures are nicknamed by the natives "beetles," being absolutely undecipherable scrawls, crossed and recrossed till they are almost a blot. Naturally this system, like so many others in Morocco, is open to serious abuses, as notaries often make more by twisting a statement to suit a client behind the scenes than ever a simple fee could amount to.—J. E. Budgett Meakin, in *Harper's Magazine.*

Practical Hints and Examination Papers.

Arranging for Work.—An exchange says: "A methodical teacher has a distinct advantage over one who goes at her work in a hap-hazard fashion. In beginning the term, the teacher who wishes to cover the ground in a systematic manner sits down and studies her limit table, and divides the term into so many parts. She leaves a margin for review towards the end of the term, then thoughtfully arranges her arithmetic, grammar, geography, etc., in such proportions as will suit the work assigned before the end of the term. The outline will require readjusting, perhaps, as the time goes on. It is better to map out by weeks than by days, trying to teach certain parts of the work in a week; then, grouping the five days' lessons, review them on the Monday. A little examination will fix the work and reveal weaknesses. A committee of the children will mark the papers as to correctness (not as to value), and thus save the teacher the added labour (which labour would, perhaps, prevent the giving of the examination with the overworked teachers of ungraded schools), while it will benefit the young examiners. When the outline is prepared, it should be written out and pasted in some place where it can readily be glanced at. Much worry and anxiety can be saved, and better work done, by thus planning and dating the work. When the teacher finds some class or part of the class is getting behind, she then can use the subject in which they are deficient for a special lesson in that time which she has left open on her time-table for special work. When the next term opens, her experience of the previous term's planning will produce a much better division of work.

—The Value of Stories.—A writer in the Toronto *Educational Journal* speaks enthusiastically of the value of

stories in connection with primary school work. This teacher says: We should not like to be without "story-time" in the primary room. We urge the telling of stories, not merely for the entertainment they afford, but for three very good reasons. First, an ethical truth is best impressed upon little children, when in the guise of a story; second, stories are useful in furnishing training in reproduction of thought, a power which is necessary to all advanced work; third, by means of the telling of stories children may be introduced to literature, their tastes being to a certain extent cultivated in the right direction. Reproduction of short stories is an exercise that may begin with the first days of school. Two or three days after the story has been read, or told, the teacher, by means of judicious questions, draws the whole narrative from the class. By and by, writing takes the place of oral work, but, however it may be done, it is a valuable training for future work. In reading or telling stories, it is a good practice to associate the name of the author with the story. Occasionally we may tell them something of their lives. Choose the best stories you can find. Charles Kingsley, Hans Andersen, Jean Ingelow, Mrs. Thaxter, Julia Dewey, Edward Everett Hale, Kate Douglas Wiggin, Æsop, and Grimm's, are a few of the many good stories for children. With little children, telling a story is very much better than reading. It is not necessary to have a great supply of stories, as those they have heard half-a-dozen times are generally asked for in preference to new ones. Of course, when we require a story teaching some particular truth, we have to search for it. It is a good plan to keep a list of stories told and read during the term. These, if arranged under different heads, are then ready for future use.

—One of our educational exchanges recently offered prizes for the best selections of "Don'ts for Teachers," sent in on postal cards. The prize card contained the following warning notes:

Don't forget the pleasant "good morning" when entering your class-room.

Don't forget to commend your monitress who has attended to her duties. Your commendation means a great deal to her.

Don't worry. "Easy to say?" Really it pays to even make the effort. Worry never helps; it simply takes away

the strength to bear what will come, whether you worry or not.

Don't be discouraged. You have done your best—leave the result to the future—the harvest may be a great surprise.

To these may be added four "don'ts" from the Philadelphia *Teacher:*

Don't forget that your pupils learn more during the first six years of their lives than they will ever learn in any other six years of their lives. Utilize this knowledge.

Don't pervert good methods by wasting precious time in teaching or "developing" what your pupils know already, better, perhaps, than you could teach them.

Don't insult the good sense of your pupils by making too apparent your efforts to "talk down" to their understanding; for it is safe to assume that they sometimes know more than they at first appear to show.

Don't mistrust your pupils, or constantly suspect them of intention to do wrong or to be dishonest, or to display in some other manner innate depravity. This is the way to dull or destroy their sense of honour and to cause them to do just what they should not do.

—Let the teacher have a look at his or her desk, and see how far it conforms with the following suggestions:

The teacher's desk should be made as attractive as possible.

It should be kept clean, well dusted, well arranged and well equipped.

It should be supplied with

A good foot-rule.
A good, clean, well-filled ink bottle.
A good pen.
A good pencil well sharpened.
A neat eraser.
A bottle of mucilage with good brush.
A box of rubber bands.
A dish of pins.
Pads of paper.
Writing-paper and envelopes.

Let the desk be attractive and conveniently appointed.

—Give this problem to the arithmetic class. It is probably not strictly speaking an arithmetical example, and

yet it may be conveniently introduced as a relief from the too frequent tedium of the average class in numbers.

Once upon a time there were two old men who sat in the market early every morning and sold apples. Each one had thirty apples, and one of the old men sold two for a cent, and the other old man sold three for a cent. In that way the first old man got fifteen cents for his basket of apples, while the second old man received ten cents; so that together they made twenty-five cents each day. But one day the old apple-man who sold three for a cent was too sick to go to the market, and he asked his neighbour to take his apples and sell them for him. This, the other old man very kindly consented to do, and when he got to the market with the two baskets of apples, he said to himself. "I will put all the apples into one basket, for it will be easier than picking them out of two baskets." So he put the sixty apples into one basket, and he said to himself, "Now, if I sell two apples for one cent, and my old friend sells three for one cent, that is the same thing as selling five apples for two cents. Therefore I will sell five for two cents." When he had sold the sixty apples he found he had only twenty-four cents, which was right; because there are twelve fives in sixty, and twice twelve are twenty-four. But, if the other old man had been there, and each one had sold his apples separately, they would have received twenty-five cents. Now, how is that explained?—*St. Nicholas.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The most important feature in the January number of the *Canadian Magazine* is perhaps the first instalment of a series of articles on "My Contemporaries in Fiction," by David Christie Murray. The *Canadian* is to be congratulated on its enterprise in securing this interesting series of papers, by the celebrated English novelist. "Ontario's Weakness," a criticism of the educational system of that province, by Ernest Heaton, will be of special interest to our readers. Laval University is treated of in an illustrated article, as are also the Selkirk Mountains. The number is an excellent one, and the magazine's appearance is much improved by an entire new dress of type.

The *Atlantic Monthly* begins the new year with the opening chapters of a new story by Paul Leicester Ford, which bids fair to be one of the leading novels of the year. Colonel Higginson's reminiscences grow in interest as they follow the writer's mature years. The reviews are of particular interest, notably one of Kipling's poetry.

Our old friend, *The Open Court*, celebrates with the January number the tenth anniversary of its birth, and more consonantly with the solid character of its contents, now appears as a monthly instead of a weekly. *The Open Court*, in its new form, has a substantial as well as agreeable appearance, making a magazine of some sixty-four pages. We predict for it even greater success than it has had in the past. It is edited by Dr. Paul Carus, and published in Chicago at the very low price of one dollar per annum.

Four times a year we are called upon to praise the excellence of *Current History*, a quarterly review of contemporary history, edited by Dr. A. S. Johnson, and published by Messrs. Garretson Cox and Company, Buffalo, N. Y. We have more than once recommended the purchase of this valuable periodical for the school library, and can only repeat the praise then bestowed on it. The number for the third quarter of 1896 is in every way equal to previous numbers, and contains, in addition to discussions on all events during the period treated of, able papers on Li-Hung-Chang, the Ottoman Crisis, the South African Embroglio, International Arbitration and International Bi-Metallism.

Our Jeames, in the *Chronicles of Kartdale*, edited by J. Murdoch Henderson, and published by William Drysdale and Company, Montreal. The reviewers are showing a perhaps too decided inclination to frown down any additions to the numbers of the select few who are supposed to form the Scottish school in the literary world of the present day, but we feel sure that all will admit the claims of "the old school master of Brigton" to take a foremost place among the best of the narrators of that school. Indeed, one critic has compared him with "Domsie," and there can be no doubt, that his solid style—even if it is a little verbose as befits the dominie—will find favour with all whose literary taste is not wholly depraved by the flimsy nonsense that seems to find its way so easily to the front row on the book-dealer's shelves. Our Jeames himself, the connecting thread that runs through the book, is a figure that will find

its way to all our hearts, whether we knew in other days, his original in the "auld biggin," where he was supreme as church officer, or not. No one will feel the worse for having made his acquaintance, and those who have not yet read the book have a pleasure in store for them.

THE STORY OF CANADA, by J. G. Bourinot, C.M.G., LL.D., and published in Canada, by the Copp, Clark Company, Toronto, will make an excellent addition to the school library, and also to the teacher's own library. The history of the land we live in is told in the author's best style and in a manner to make it interesting to even the younger pupils in our schools. Dr. Bourinot has a thorough grasp of his subject, and we predict for his latest work, a lasting popularity. The book is well gotten up, being one of the well-known series entitled, *The Story of the Nations*, is splendidly illustrated throughout, and is furnished with serviceable maps and plans. The publishers will be glad to furnish information regarding this and all other books issued by them, to those asking therefor.

ELEMENTS OF ENGLISH GRAMMAR, by Alfred S. West, M.A., Trinity College, Cambridge, and published by the Copp, Clark Company, Toronto. Text books are not wanting in number, and it is only when a new one appears which has a decided superiority over its forerunners, that we should open our lists to receive it. The Grammar before us is the latest claimant for the favour of those who have the selection of the books to be used in our schools. Written, as the author says, for boys and girls from thirteen to seventeen years of age, it appears to have all the necessary qualifications of a good text book. The subject is introduced in such a way as to give the pupil the interest which is necessary to make the study of it a success. In the first chapter is given a historical survey of the English language, which, though as short as could be desired, gives a clear conception of the development of our mother-tongue, while in succeeding chapters are given the constituents of the English vocabulary and a sketch of the Aryan family of languages. The grammar proper is unfolded in such a manner as to give the pupil a thorough grasp of the various stages by which the knowledge is imparted. In fact, this is a book that it would be well for our teachers to see, even if it be not on the list of authorized text books.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, November 27th, 1896.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend Principal Shaw, LL.D., D.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finlay, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; S. P. Robins, Esq., LL.D., and N. T. Truell, Esq.

The Venerable Archdeacon Lindsay, M.A., D.C.L., sent a letter to express his regret at his unavoidable absence.

The minutes of the previous meeting were read and confirmed.

The consideration of the letter of the Lord Bishop of Quebec, concerning the appointment of a school inspector for the Magdalen Islands, was deferred at his request.

A letter was read from Lieut.-Col. Hanson, concerning the grant to Berthier Grammar School, when it was decided, owing to the lack of the annual report from that institution, that the question should not be considered on its merits at this meeting.

A letter was read from the Reverend Principal Adams, asking that permission be given to the Principal of the Normal School, to deliver his course of lectures on Pedagogy, at Bishop's College, Lennoxville. On motion of Dr. Shaw and Dr. Peterson, it was resolved, that the existing arrangements for lectures in Pedagogy, to undergraduates of McGill University, with a view to graduates in Arts obtaining academy diplomas, be made applicable to the University of Bishop's College for the present year, and that in such work Principal Robins, LL.D., be authorized to modify the syllabus of subjects of lectures in Pedagogy, previously approved by this Committee. In approving of this course of action, we record our appreciation of the readiness of Dr. Robins to add to his present arduous work, with a view to increasing the staff of efficiently trained teachers for our schools in this province. It is undersood that the required arrangements for training in teaching shall be made such as shall be satisfactory to this Committee.

A letter was read from the Fraserville trustees, giving particulars concerning the criminal prosecution of a teacher, and asking that a part of the preliminary expenses incurred in the prosecution be provided for.

On motion of the Dean and the Bishop of Quebec, it was resolved,

1st. That in conformity with arts R. S. Q., 1915 *et seq.*, this Committtee do hereby revoke the diploma to teach granted to Jesse Davis, who has been recently convicted of gross immorality at Fraserville, and is suffering the sentence judicially passed upon him.

2nd. That this Committee appeal to the Provincial Government, to pay the preliminary expenses, amounting to one hundred and fifty dollars, incurred in the prosecution of the said criminal, so that such expenses do not fall upon the small community which has so commendably brought him to justice.

The Lapeche trustees applied to have their elementary school raised to model grade. The Secretary was instructed to direct Inspector Gilman to visit the school and report thereon.

Mr. Truell's notice of motion was continued till next meeting.

The report of sub-committee on the method of distributing grants was received, and on motion of Dr. S. P. Robins, seconded by Dr. Shaw, it was resolved: That the report on the mode of distributing grants be re-committed to the sub-committee, with instructions, (1) to review it in the light of the discussions held this afternoon, of the report of Dr. Harper, of the bulletins of inspection of the elementary schools, of the report now filled up by the teachers of the academies and model schools, in preparation for the visits of the inspector of superior schools and all other documents relative to it; (2) to consult Dr. Harper in relation to the matter, and (3) to distribute to all members of the Protestant Committee their revised report in time for mature consideration before the next meeting of this Committee.

Mr. Love, Dr. Shaw and Mr. Truell were added to the sub-committee above referred to, of which the previous members are Professor Kneeland, Dr. Robins and Mr. Ames.

The Superintendent of Public Instruction appeared before the Committee, and called attention to regulation 122, and asked that it be amended to harmonize with the regulation of the Roman Catholic Committee, which requires at least half an acre for a school site. It was agreed to amend the regulation accordingly. He also pointed out that article 1966 says, "The Central Board shall alone have the right of issuing diplomas valid for schools," etc., which is inconsistent with the act under which Normal Schools exist. He was informed that the sub-committee on legislation had recommended an alteration in the form of this article to bring it into harmony with the act respecting Normal Schools.

The report of the text-book committee was read by Professor Kneeland and received. It was moved by Mr. S. Finlay, seconded by Mr. H. B. Ames, and resolved, "That Principal Peterson, LL.D., and Reverend Dr. Shaw be appointed to deal

with the Educational Book Company, with reference to proceedings which their company contemplate taking against Messrs. Rexford and Kneeland, with full power to settle difficulties which have arisen within the limits of existing contracts, or to modify the same by mutual consent, if found necessary. That a copy of this resolution be at once forwarded to the Educational Book Company."

The sub-committee on the course of study, having no report ready, was continued.

On motion of Mr. Finlay and the Bishop of Quebec, it was resolved that Dr. Peterson be added to the text-book committee.

Moved by the Dean of Quebec, seconded by Reverend A. T. Love, "That this committee take steps, with all reasonable promptitude, to establish the nucleus of a library of current scholastic literature for the use of the text-book committee and other members, and that the library be commenced in the Secretary's office." Carried.

The sub-committee on professional training submitted the following report:

1. That after September 1st, 1897, professional training be required for every grade of diploma, and that henceforth all diplomas for Protestant schools shall be granted only by the Normal School or by the Protestant Committee of the Council of Public Instruction.

2. (*a.*) That presentation of a certificate showing that a candidate has passed grade two academy, or (*b*) presentation of an elementary diploma granted not later than 1897, shall admit to the elementary school class of the Normal School.

(*c.*) That the Principal of the Normal School be authorized to hold equivalent examinations in exceptional cases.

3. (*a.*) That students, who have completed four months' training in the Normal School, and have passed satisfactory examinations in professional work, be given a Normal School elementary diploma.

(*b.*) That students, who have completed at least nine months' training in the Normal School, and have passed satisfactory examinations, be given an advanced Normal School diploma.

4. (*a.*) That all candidates, who show that they have passed the A. A. examinations and have a sufficient knowledge of oral French, (*b*) all who are holders of elementary diplomas granted not later than 1897, and who passed a satisfactory examination in Algebra, Geometry and French, (*c*) all holders of elementary diplomas granted subsequently to the enforcement of these regulations, and (*d*) all holders of model school diplomas, shall be admitted to the model school class.

(*e.*) That the Principal of the Normal School be authorized to hold equivalent examinations in exceptional cases.

5. That academy diplomas be granted to graduates in Arts of any British or Canadian university who have fulfilled the

conditions of regulation 58, provided that they have also taken the regular course in the Art of Teaching at McGill Normal School or other training institution approved by the Protestant Committee.

6. That, with a view to providing an efficient course of training in methods of teaching for undergraduates in Arts, and of securing such exemptions as shall recognize such professional training, it is suggested that the Protestant Committee of the Council of Public Instruction endeavor to arrange with the Universities of McGill and Bishop's for conference and for the adoption of joint and effective action.

The first five clauses were adopted, but it was resolved that clause six be referred to the committee on professional training for full consideration, said committee to meet with the representatives of McGill (Faculty of Arts), of Bishop's and of Morrin College, together with the members of the committee of the Provincial Association on professional training and the Normal School Committee. Joint meeting of Committees to be held in the Normal School building, Montreal. Said committee to report at the next regular meeting of the Protestant Committee. Rev. Mr. Rexford convener of committee.

Moved by Professor Kneeland, seconded by Mr. Masten, "That the duty of examining the papers submitted in connection with the June examination shall be performed by the Central Board of Examiners, re-modelled as may be found necessary, together with the Inspector of Superior Schools.

This motion was referred to the committee on professional training, with instructions to report to the next meeting.

The sub-committee on legislation reported progress and was continued, it being resolved, that in view of the necessary absence of the chairman, Dr. Heneker, from the approaching meeting of the joint committee on legislation, the Very Reverend Dean Norman be appointed to take the chairman's place at said meeting.

Dr. Robins was requested to report at next meeting concerning the proposed arrangement for the training of kindergartners.

The Superintendent reported that, in accordance with the regulations of the Protestant Committee, he had held, in September, a qualifying examination for the position of school inspector, and submitted the marks taken by the candidate. Upon motion of Dr. Cameron and Mr. Love, the Secretary was instructed to issue a first class certificate to Mr. Newton T. Truell, the applicant.

The list of grants to Protestant poor municipalities, as prepared by the department, was submitted and approved.

The interim report of the Inspector of Superior Schools was read and filed.

FINANCIAL REPORT, PROTESTANT COMMITTEE OF THE C. P. I.

Quebec, November 27th, 1896.

Receipts.

Sept. 25.	Balance on hand		$3,409 05

Expenditure.

Sept. 25.	Secretary's salary for quarter		$ 62 50
Oct. 22.	J. W. Brakenridge, to pay A. A. examiners		137 50
	A. Nicolls, to pay A. A. examiners		62 50
	R. J. Hewton, for Inverness Institute		40 00
	J. Parker, for Aylmer Institute		40 00
	G. H. Bradford, printing memo		7 20
	J. J. Foote, printing minutes of P. C	$4 00	
	J. J. Foote, printing tabular statements	7 00	
			11 00
Nov. 27.	Cash on hand as per B. B.		3,048 35
			$3,409 05

NOTE.—Contingent debit balance, $2.017.19, R.W. H.

The rough minutes were then read, and the meeting adjourned till the last Friday in February, unless convened earlier by the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 21st of November (1896), to make the following appointments, to wit:

School Commissioner.

County of Vaudreuil, village of Rigaud:—Mr. François Xavier Brasseur, to replace himself, his term of office being expired.

School Trustee.

County of Ottawa, Templeton East:—Mr. Robert Buchan, in the place of Mr. A. H. Robinson, who has resigned.

27th November.—To make the following appointments, to wit:

School Commissioners.

Counties of Compton and Stanstead, Saint Herménégilde :—Mr. David Hénault, to replace Mr. Joseph Dupont, absent.

County of Nicolet, Saint Grégoire le Grand :—Reverend Mr. Edmond Grenier, to replace the Reverend Mr. Joseph Elie Panneton, who has left the municipality.

30th November.—To appoint Mr. George McCrum, school commissioner for the township of Brome, county of Brome, to replace Mr. Egbert L. Scott.

3rd December.—To detach from the school municipality of Saint Ephrem de Tring, county of Beauce, the following lots, to wit : the ½ lot 27 south, ½ lot 27 north ; ½ lot 29 south, ½ lot 29 north ; ½ lot 34 south, ½ lot 34 north ; ½ lot 35 south, ½ lot 35 north ; ½ lot 36 south ; ½ lot 36 north ; ½ lot 37 south, ½ lot 37 north, of the XVth range of township of Adstock, county of Beauce, and to annex them, for school purposes, to the municipality of Adstock, in the same county.

3rd December—To detach from the municipality of the township of Windsor, county of Richmond, the following lots, to wit : Nos. 26, 27 and 28, of the XIVth range, and lots 25, 26, 27 and 28, of the XVth range, and annex them, for school purposes, to the municipality of Brompton, in the same county.

3rd December.—1. To detach from the school municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : Nos. 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 260, 261, 262, 264, 265, 266, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 291, 292, 293, 294, 295, 296, 297, 304, 305, 306, 307, 308 and 309, and to erect them into a school municipality under the name of "Bas de la Petite Côte de Sainte Rose."

2. To detach from the school municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 95 to No. 115, inclusively ; and from and including No. 195 to No. 232, inclusively, and to erect them into a school municipality under the name of "Haut de la Petite Côte de Sainte Rose."

3. To detach from the said municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 1 to No. 30, inclusively,

and to erect them into a distinct school municipality by the name of " Bas de la Grande Côte de Sainte Rose."

4. To detach from the said municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 116 to No. 194, inclusively, and to erect them into a distinct school municipality by the name of "Haut de la Grande Côte de Sainte Rose."

5. To detach from the said municipality of the parish of Sainte Rose, county of Laval, the following cadastral lots, to wit : from and including No. 392 to 422, inclusively, and to erect them into a distinct school municipality by the name of "Côte des Perrons."

7th December.—To appoint Revd. Father Joseph Hermidas Perreault, school commissioner for " Témiscamingue," county of Pontiac, to replace Revd. Father F. X. Thérien.

11th December.—To declare that whereas the dissentient trustees of the municipality of Sacré Cœur de Jésus, in the county of Beauce, have allowed a year to elapse without having any school, either in their own municipality or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, that the corporation of the trustees of the dissentient schools for the said municipality of Sacré Cœur de Jésus, in the said county of Beauce, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

14th December.—To appoint Mr. Auguste Provancher, school commissioner for the municipality of Ham North, county of Wolfe, to replace Mr. Barthélemi Toupin, absent.

17th December.—To declare that whereas the dissentient trustees of the municipality of the township of Wickham East, in the county of Drummond, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, that the corporation of the trustees of the dissentient schools for the said municipality of the township of Wickham East, in the said county of Drummond, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

17th December.—To detach from the school municipality of Hochelaga, to annex it to the city of Montreal, for school purposes, the territory bounded by Sherbrooke street,

south side, the centre of Iberville street, the centre of Harbour street, from Sherbrooke street to Notre Dame street, the north-east line of lot 164, of the cadastre of the former village of Hochelaga, but not including lots Nos. 35, 36, 37 and 38, of the cadastre of the former village of Hochelaga, and lots Nos. 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17, subdivisions of lot No. 162, of the former village of Hochelaga, less all the parcels of land belonging to the Pacific Railway Company.

This annexation is to affect the Roman Catholics only.

17th December.—To appoint Messrs. Baptiste Vallée, senior; Baptiste Vallée, junior; François Vallée, Joseph Vallée and François Henly, school commissioners for the municipality of Cap au Renard, in the county of Gaspé, seeing that the school municipality is not regularly organized.

17th December.—To detach from the school municipality of Sainte Pudentienne, county of Shefford, the following cadastral lots, to wit: 1*a*, 1*c*, 2*a*, 3*a*, 4*a*, 4*b*, of the IXth range of the township of Shefford, and to annex them, for school purposes, to the municipality of Notre Dame de Granby "parish," county of Shefford.

21st December.—To detach from the school municipality of Saint Léon de Standon, county of Dorchester, the following cadastral lots of the township of Buckland, to wit:

1. From and comprising No. 36 A to No. 36 C, included, and their subdivisions, of the IIIrd range of the township of Buckland; 2. From and comprising No. 35 A to No. 39 A, included, and their subdivisions, of the IVth range of the said township of Buckland, and annex them, for school purposes, to the municipality of "Saint Malachie," county of Dorchester.

21st December.—To detach from the school municipality of Sainte Croix de Dunham, county of Missisquoi, the following lots, to wit: The north part of lot No. 16 and the lots 17 to 28, inclusively, of the VIIIth range of the township of Dunham; lots 17 to 28, inclusively, of the IXth range of the said township of Dunham; and lots 17 to 28, inclusively, of the Xth range of the aforesaid township of Dunham, and to erect them into a distinct school municipality (for Catholics only), by the name of "Saint Joseph de Béranger," county of Missisquoi.

All the foregoing erections and annexations to take effect on the 1st of July next (1897).

THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

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Articles: Original and Selected.

DARK DAYS IN SCHOOL.

Every teacher knows something of them, those days when everything goes wrong. The spirit of evil has taken possession. Even the good boys have become, all at once, restless and perverse. The room seems to have become transformed into a whispering gallery. The prescribed lessons have not been prepared. The usually bright pupils are dull and careless. The dullards are hopelessly imbecile. You thought you had, by dint of patient effort, succeeded in establishing tolerable order in your department. You now wonder how you could have so deceived yourself. The room is a perfect pandemonium. Sounds of all disorderly kinds are ringing in your ears till you are half-distracted, and it almost seems as if deafness would be a relief. Every effort you make to restore quiet appears but to intensify the disorder. If you are a woman you would give anything to be able to run away to your chamber and have a good cry. If you are a male savage, you have to exercise strong self-control to keep your hands off half a score of the little school-demons who are tormenting you and seem to delight in it. On one point you are resolved. If you can but survive to the end of the term of your engagement you will abandon teaching thenceforth and forever. Better to break stones on the Queen's highway, or to go out to wash and scrub for a daily pittance, than to suffer such tortures as you are now enduring.

Well, you survive. Another day comes of a very different kind. You enter the school with an elastic step and a song in your heart. The children file in with quiet movements and bright, smiling faces. Everything falls into line and the work goes on cheerily. There are no discordant notes in the general harmony to-day, or, if there is an occasional jar, it does not grate upon the nerves, and a little patient effort sets it right. The pupils' minds seem to be on the alert. It is no hard task to gain their attention. They are interested in their work, and act as if they both loved it and their teacher. The hour for closing comes all too soon. You feel as if you could enjoy another hour's work when everything is going on so nicely. You leave the schoolroom feeling yours is indeed a "delightful task," and are glad at heart that you have chosen so pleasant, so useful, so noble a profession.

Now what is the cause of the difference? Is it in the atmosphere? Is some mysterious and baneful influence generated on certain days by some new condition of the elements? There may be something in this. Our souls are in contact with air and sky and sunbeam more closely and at more numerous points than we are apt to suppose. It is very likely that the dark days are not, as a rule, the days when the sun shines brightly in a clear sky, when refreshing breezes are blowing, and the face of nature smiling.

Other disturbing causes, too, may be at work. Some special attraction the evening previous may have kept the boys and girls from their studies, and from their beds, and all who have to do with children know what these irregularities and excitements mean; or some peculiarly difficult stage may have just been reached in the work of an important class.

Mrs. E. D. Kellogg, writing in the *American Teacher* some years ago, after a graphic description of these same "dark days" when "everything goes wrong; every sound is piercing; the door slams; the boots hit at every angle; books are left at home; the ink spills; children laugh at nothing; visitors come, and drive you half distracted with their undertone to each other; slates and pencils obey the law of gravitation with the perversity of inanimate things; and the spirit of misrule reigns triumphant," adds, by way of suggestion to young teachers: "First of all, don't lose

heart, and conclude you are a failure as a teacher, either then or after you get home. . . . You are in conditions you cannot analyze, my dear young teacher, when the clouds gather from all points of the compass—and don't try it. Just hold yourself with all the calmness that is possible, and be as patient with yourself as you must be with the children. Perhaps you, yourself, through that subtle action of mind over mind, are practically responsible for the complicated condition of things. That is hard consolation, but not at all unlikely to be true."

Not unlikely to be true! Far from it. It is most likely to be the very essence of the truth. On any doctrine of probabilities it is far more reasonable to suppose, when one mind comes into disagreeable contact with fifty, that the jutting angles which produce the collision have been suddenly developed in the one, rather than simultaneously in the fifty. In nineteen cases out of twenty, we make bold to say, the origin of the troublous times is in the teacher, not in the pupils. The causes are many and various, a slight attack of indigestion, too little fresh air and exercise, want of congenial surroundings, social or business disappointments. Any one of these, or of a dozen other influences, emanating from our own neglect, and—shall I say—selfishness, may be sufficient to work out for ourselves and our pupils a day of wretchedness.

But there are other causes arising likewise from a mental condition of the teacher which is, in itself, not only not discreditable, but praiseworthy, but no less harmful in its immediate effect. Mrs. Kellogg, in the article above alluded to, deals with some of these causes so forcibly that we close by commending a thoughtful study of her words:

"Perhaps there is no greater cause for the dark days of young, normal-trained teachers than in the inability to work out the ideal plans that had grown to be a part of daily thought. Bristling individualities spring up at every step, and stand like bayonets to prevent an approach. Every child calls for separate tactics, and in the confusion of disappointed hopes the heart sinks, the head is lost, and a mild panic is threatened.

"Let me suggest the unwisdom of attempting to force any up-hill course at this juncture. There is too much demoralization to attempt any re-organization of plans on the spot. Turn the attention in another direction, and manage

as quietly as possible till the day is over; then think it out alone, and be quite ready to accept your part of the blame. Fortunate will you be if it leads you to recognize the hardly learned fact that you are for the pupils, and not the pupils for you; that your methods must be fitted to the children, and not the children to your methods. Every child's soul, as Holmes tells us, is 'a little universe with a sky over him all his own,' and it is for the teacher to enter that 'little universe' with the humility and respect due one of God's creatures.

"But after a fair-minded review of the day, don't pore over it. Look after the repairing of the physical and nervous waste that has been rapidly going on in those trying hours of discomfiture. Go out of doors, and change the whole direction of thought. Looking too long at the wake of a ship is a poor preparation for avoiding future collision." —*Educational Journal.*

Editorial Notes and Comments.

In Limerick, across the sea, there is a teacher's association which was organized for the purpose of removing four of the leading grievances which the Irish teachers have good reason, it would seem, to complain of. The four are inadequacy of income, insecurity of tenure, want of pensions, and want of residence. It is remarkable that in our provincial association the question of salary has hardly been touched. The teachers have evidently thought their efforts could be productive of better results if directed towards self-improvement in their professional work. The school boards should not forget, however, that a salary considerably above the average will secure a teacher even more above the average. This consideration, even if there were no others, should operate powerfully to increase the salaries of our teachers.

If, as has just been said, the Provincial Association has seemingly overlooked the question of salaries, the same cannot be said of the educational magazines and newspaper correspondents. Several letters have appeared in recent issues of the St. Johns *News* on this subject. The writer of one of these says among other things :—"I also desire to express an opinion on the subject of professional training and teachers' salaries. What your correspondents say in

regard to salaries is not overstated in the least, but rather understated. The amount of the salaries, if I may use that dignified name, paid to elementary teachers, is one of the foulest blots on our educational system. While "Saxon" places the amount at $16 per month, I know of several districts that pay but $14 per month, and oblige the teacher to board herself and teach in an old "shanty" that no decent farmer would house his pigs in. However, we are hoping for better treatment, as there is some little stir being made by influential educators to get matters in this respect in a better condition. I do not think that "Saxon" is quite right, however, in condemning the movement towards securing a better training for our teachers, for it is the very fact that there were certain individuals who had obtained their diplomas cheaply, with no training in practical teaching and could teach for a small sum, that has brought the standard down to its present level. I do not mean to say that the actual knowledge of the subjects to be taught was insufficient, acquired though it might have been with small expense, that there are not many successful teachers of both model and elementary schools who have never seen McGill Normal; but the young teacher was obliged to acquire knowledge of the art of teaching, (and it is one of the fine arts) by experience, with no direct supervision whatever. No one would think of trusting a child's health to the care of an inexperienced physician who had never been inside a sick-room or seen a patient treated. Why trust the care of the mind to inexperienced hands? In the normal school the student has to teach classes in the model school under the direct supervision of experienced teachers, besides having a regular course of lectures on teaching mapped out; and thus comes out to begin teaching with a sound knowledge as to the manner in which he should begin and maintain the work."

Acknowledging, as we must, the meagreness of the salaries at the command of our teachers, on whom are we to lay the blame? Some, who lay everything at the doors of the "government," say the fault lies with the powers that be, others again blame the school boards, but can it possibly be that the teachers are to a large extent their own worst enemies in this important matter? As one answer to this delicate question, the *Canada Educational Monthly* says:

The reference made in our last issue to the "still small

voice" that comes from a remote corner of the Dominion urging an improved professional relationship among teachers is well worth the consideration of every teacher in the land. The ills that flesh is heir to are hardly less frequently expatiated upon than the ills which seem to be the lot of the teacher. And yet, when some of the teachers' ills are traced to their origin, the teachers themselves are hardly able to free their skirts altogether from blame. For example, in the matter of salaries, the teachers' small and precarious emoluments are often traced to the lack of funds in the public chest, or to the poverty of the country districts, whereas it may be too often traced to the unprofessional conduct of the teachers themselves towards one another. In a word, if teachers were only to become true to themselves, they would command not only a higher respect but a higher salary from those who require their services. An instance will illustrate this readily enough. A teacher was once pleading with a school commissioner to support an application he was about to make to the board for an increase of salary.

"Your salary is just what you asked for when you made application for the position you hold, is it not?" asked the commissioner.

"Yes," answered the teacher, "that is true, but I find I cannot live on it. Besides, the teacher that was here last received more money for just the work I am doing."

"Then, why did you offer to take the position at a less salary than your predecessor?"

"Because I wanted the place, and being told that there was a very large number of applicants, I asked for a very low salary, thinking that if I gave satisfaction, the board could be induced to give me the amount paid to my predecessor"

"In other words, you expected the board to break their bargain with you. That is a new way of carrying out a business contract. The fact is, sir, you should never have offered to take the position at a less salary than your predecessor's. You have made your bed and so must lie in it. In my opinion the salary should be given to the position and not to the teacher. But will you tell me who have encouraged the districts to ask candidates to state in their applications the amount of salary required, but the teachers themselves? If I were a teacher I would refrain from

applying for a position when such a humiliating request is made in any advertisement, and if all teachers would do the same, the huckstering spirit among trustees and commissioners would soon disappear."

—LAST month we referred to the commendable action of the authorities of Morrin College, Quebec, in inaugurating a course of popular lectures in chemistry, and we expressed the hope that other courses of a like nature would follow. We are pleased to learn that such is the case and that two others, one in Political Economy, by Mr. L. R. Holme, B.A., and another on natural science, or, perhaps more correctly, Entomology, by the Rev. Mr. Fyles, of Levis, are now in progress. The thorough knowledge that these two gentlemen possess of the subjects on which they lecture, is sufficient to explain the large amount of success that has attended their lectures. There is a possibility that a highly instructive as well as interesting course of public lectures in descriptive astronomy will be given during the coming session by one of the professors of the College. This course, if the arrangements for its delivery are successful, will be most thoroughly illustrated by photographic plates specially prepared by the lecturer. The citizens of Quebec are to be congratulated on the opportunities which are thus afforded them for the acquiring of scientific knowledge.

—THE *Teachers' Program* has been asking for a definition of "teacher." For the edification of our readers, we reproduce some of the ideas elicited by this enquiry.

That individual which is seen by all, comes in contact with all and influences all, is admired by some, despised by some and holds the destiny of humanity in his hands; he is the second station on the road to eternity; he holds the keys to both roads and has the power to send humanity either to eternal enjoyment or to eternal destruction.

A vigilant, progressive, enlightened compound of love, order, virtue, diligence and equity.

A peculiar machine, which is expected to lead the procession, gather up the thorns by the wayside and scatter in its path beautiful garlands of flowers.

One who should possess the zeal of Luther, the firmness of Peter, the wisdom of Solomon and the love of John.

One who governs, instructs and imparts science.

An automatic machine manufactured by his patrons,

lubricated by his pupils, worn out in moulding civilization and who remains a monument inscribed "Pauper."

The only person in this world who spends his life working for others with no hope of a reward this side of the Celestial City.

A person who is qualified in dropping small seeds that by years of cultivation may grow into spreading trees.

An angel without wings.

A guide who leads the children through the thorny wilderness, School-days, to the beautiful city, Education.

That mechanic who makes and sets in motion the machinery of the soul, called education; and the fabric which it weaves is character.

A moulder of character and thereby of statesmen and nations.

The real guardians of a nation's safety in time of peace, as well as the primary bulwark against coming dangers.

A dictatorial machine; an up-to-date instrument of torture; a testing apparatus; a long drawn out negotiation; a never-failing source of information; a being all-seeing, all-hearing; a perfectionist; a moulder, a chiseler and a polisher of mankind.

One who teaches by precepts and actions, and instructs others by words or signs.

—In the *Canadian Magazine* for January appears an article attacking the educational system of Ontario, which cannot but make interesting reading not only to residents of that province but of other provinces of the Dominion as well. The writer seems to look at things through blue glasses, and yet we must acknowledge that there is more than a tinge of truth about what he says. Has free education done for mankind in any part of the world what theorists believe it should do? If it has not, does the fault not lie rather in the imperfections and unsuccesses attending all human efforts than in any mistakenness of the belief that education is a blessing and far from a curse to men? From the article just referred to we extract the following passage: "What hopes we, in Ontario, built upon the benign and beneficent influences of free education! Brought to the door of the humblest cottage, it would enter in and make the lives of the people happier and truer. Labour would become more efficient and more dignified, and before the bright light of knowledge the hideous phantoms of

vice and crime would fly away. With what care have we studied the systems of other countries, and, step by step, built up and perfected a system of our own, leading by natural grades from the public school and kindergarten at the cottage door to the University of Toronto! With what pride, and natural pride, we look at the crowning point of our system, which commands the respect and admiration of the whole American continent! And we receive with complacent satisfaction the congratulations of our visitors who attend the great educational conventions which from time to time are held in our midst. It is, indeed, hard to have to admit that the educational system, of which we hoped so much, must be ranked among the disappointments of life; that it has not decreased crime, and that, instead of an angel of light, it has proved an octopus with an angel's face, reaching out its tentacles into the houses and pockets of the people, degrading our professions and depopulating the country. The language is strong; but so are the facts. In twenty years we have educated millions of pupils, and we cannot point to one man, who could not have paid for his own education, whose place could not be filled at once by a hundred; not one man, to whose education we feel glad that we have subscribed. While in the general condition of the people we see no great improvement to console us for the money we have spent. Perhaps this may be due to the fact that our present system more than anything else tends to drive our best men from the country. The difficulties of the educated man only begin when his education is completed. Where the field is as overcrowded as it is in Ontario, there must inevitably be a period of unremunerative waiting. If a man cannot afford to pay for his education he cannot afford to support himself during this time. He finds that in the larger centres of the United States the prizes and opportunities are more attractive and the cost of waiting is no greater; and to-day it is the cities of the United States that are reaping the benefit of millions spent by the Ontario tax-payer in higher education."

—The pedagogical creed of Mr. Earl Barnes, professor of Education in Stanford University, is the briefest of all those that have appeared in the *School Journal*. It is this: I believe that this is a sane, well-ordered universe, and that the natural tendencies in it are toward higher forms. I believe that the problem of the educator is to find these

large upward-moving tendencies in civilization, and to do all in his power to foster and encourage them. I believe these laws can be discovered through a study of the history of ideas and ideals, and through a direct study of the natural history of human beings from childhood to old age. I believe the great problem of this immediate generation is to work out the natural history of human beings as a basis for educational activity, and I believe that when this is fairly accomplished we shall find that what we have is a philosophy of life and life's possibilities, not materially different from philosophies held in the past, but perfected in many details.

—THE *Teachers' Institute*, in the following sensible paragraph, emphasizes the fact that "child-study" is a means rather than an end. It says: The gravest danger of the present wide-spread interest in "scientific" child-study is that teachers are apt to regard the school as a laboratory for enriching their knowledge of children and of child nature, instead of attending to the enrichment of the minds of their pupils. It is all very well to say that the child cannot be well taught until his mental, moral, and physical make-up is well understood. But this trying to get better acquainted must not consume too much time. First, it ought to be presupposed that a person who is appointed as teacher is already acquainted with the characteristics of child-nature in a general way and is capable of readily diagnosing individualities of children, just as a licensed physician is supposed to be able to give a diagnosis of the physical condition Secondly, every teacher ought to have a plan of incidentally gathering the additional observations necessary to form a correct judgment of the peculiarities noticeable in some pupils. After school hours these incidentally collected data may be entered in a special book kept for purposes of gradually obtaining a record of the educational progress and peculiar needs of the various pupils. Child study must not be made an end in itself, so far as the teacher is concerned. It is only one means of learning how to best educate a child. How can I best promote the educational growth of the children? This is *the* question. The scientists who wish to work out a new psychology of childhood—grand as their object is—must not be permitted to substitute their object for that for which the schools are founded and maintained—the education of our future citizens.

Current Events.

At the last meeting of the Montreal Protestant Board of School Commissioners, the question of prizes was taken up, and it was decided that subject prizes be abolished and general proficiency prizes retained. The reasons for this proposed change were pointed out as being that where subject prizes are given, a tendency is often created on the part of pupils to devote the greatest attention to one or two subjects to the neglect of others. General excellence should be the object aimed at, and this would be stimulated by the offering of the prizes on the basis of the standing in the aggregate of all the subjects of the examination.

—One of our exchanges says that the school board of Toronto has abolished the system of giving prizes in the schools under its control. It is said that diplomas will be given to successful pupils at the end of the school year.

—The news comes from Norway that the parliament of that country has abolished the study of Latin and Greek in the schools. It is rumoured that a somewhat similar step, with respect to Greek, is contemplated by the authorities of McGill University. The report we refer to hints that under a new system of things, the study of that language will no longer be compulsory in connection with the arts course. We cannot vouch for the truth of the report.

—The principal of one of the public schools in Brooklyn has begun a new departure in school methods, by which he hopes to bring about co-operation between teachers and parents. His scheme is to have parents present during the school session so that they may observe the methods of the teachers and become familiar with the workings of the school. Parents are invited to remain after school and confer with the teachers. The first of these visits was a success, about one hundred and fifty people, chiefly mothers, accepting Mr. Haaren's invitation. The regular work was gone through with in the intermediate and primary departments, and after school hours the class work and records for the month were shown to the parents. In the grammar department the exercises consisted of general exercises, such as singing, recitations, etc. Monthly reports were read, and there was an exhibition of the work done.

—No teacher can be appointed in the state of New York to a position in any city school, who has not had at least one

year of professional training in addition to a high school course or its full equivalent. This requirement will not be made of teachers with three years or more of successful experience, but all others must conform to the law. It is probable that another step in the direction of professionalizing teaching will be taken by the legislature before long by the enacting of a law requiring high school teachers to be college graduates, with at least one year of professional training. This training must be given either in the normal school or in the department of pedagogy, which it is expected every college will hereafter conduct in that state.

—From the catalogue of Yale University for 1896-97, it appears that the number of courses in the college is 290 ; in English alone, thirteen courses. The university library has increased during the last year from 180,000 to 200,000 volumes, and the department libraries have gained nearly 5,000, equal, in all, to 245,000 volumes ; Yale has 239 teachers, 1,237 students, 227 graduated students (last class) ; the Sheffield scientific school has 553 students, 2,146 students in arts, 194 divinity students ; in all departments, 2,946 students.

—It is said that New York city will soon follow the example of Boston, and appoint medical inspectors, who are to visit the primary schools every morning, to look over the children for symtoms of contagious or communicable disease on them, or to inquire into the nature of sicknesses that keep children from school, the purpose being to check the spread of dangerous diseases through the carelessness or ignorance of teachers and parents. Dr. Roberts, the sanitary superintendent of the health department, has drawn up rules and regulations which were submitted to the board of education. The plan will be put in operation as soon as the civil service board has finished an eligible list of the 218 physicians who were examined for appointment to the corps of medical inspectors.

—A novel suggestion for the prevention of dishonesty among students at examinations is to do away with the examinations rather than to deal summarily with the offenders. A resolution has been sent to the faculty of one of the universities in the United States, asking for the abolition of final examinations and a higher class standing required for passing work. What is known as the "honour system" in examinations is in vogue in the college, but as

now conducted it has proved a failure, and the object of the resolution is to stop cribbing by doing away with examinations and requiring better class-room work of those who crib, by making the passing mark higher.

—THE inestimable value of properly conducted fire-drill in school has recently been demonstrated in the case of one of the Brooklyn schools. The presence of mind of the teacher together with the training previously given to the children undoubtedly prevented a panic. A pupil threw a lighted match into a waste paper basket, and the flames spread at once. The teacher formed her pupils into line and had them file out as if going for recess. Meantime, the flames were put out.

—SPECIAL examinations are held for candidates for principalships in New York city. An exchange says :—"Promotion from the ranks to these posts without examinations, upon the recommendation of the board superintendents, is no longer practised, though it would seem to be the only rational course. One effect of the change is that many of those who are in line of promotion are using every moment of their spare time to prepare for the great ordeal ; they run to lectures of all sorts, spend their hard-earned money on "coaches" who make it a business to produce "qualified" principals, swallow book after book, and pour over question-books. Meanwhile the schools are suffering. Teachers are exhausting their energies on matters that do not benefit their pupils. Do the superintendents know this ?"

—THE *Educational News* says that Kentucky is the only state which regulates at all by legislation the lighting of school buildings and which guards against overcrowding by specifying that the seats shall fit the children. Brooklyn is the only city in the United States where the school board has ruled that the pupils' seats shall not face the light.

—AMONG the many large gifts made to the different universities during the past year, it is noticeable that in the case of one, Yale University, the revenues have been increased by $400,000 within that period.

—"DRAWING in the New York City Public Schools," is the title of an article in the January number of *Education* in which Mr. Henry G. Schneider describes the New York city course in drawing as in accord with the best ideals of the New Education. Among other things he says :—

"Drawing from objects has been a feature of our New York city course of study since 1890. The unique feature of our course is that it makes leaf and flower study the basis of design in all grades of the grammar school. Besides this co-ordination of drawing and nature study the drawing course includes drawing of 'a simple object from nature' in eighth, seventh, and sixth grades, while drawing from the round 'object drawing' is pursued in grades one and two, our seventh and eighth years." Mr. Schneider concludes that an "ideal course in drawing" cannot be laid out by a superintendent who is not himself a practical teacher of drawing.

—The British Royal Commission on secondary education suggest, that the universities are the proper institutions to take up the task of giving the professional education required for teachers of academies and high schools, as has already been done by two Scottish universities. The science of education ought to be studied where other branches of mental and moral philosopy are fully handled by the ablest professors.—*School Review.*

—In recent years it has been strongly maintained that eventually the English language will come to be the universal language, but considerable surprise is felt at an eminent German professor being among the more recent converts to this belief, and advocating that means should be taken for making English the one language of the world. The need of a universal language, Dr. Schroer says, has long been felt. Attempts to introduce an artificial language are unnecessary, for, says Dr. Schroer, there is already a universal language, and it is English. But in what sense is English a universal language? By its spread over the whole earth and by the ease with which it may be learned it has, Dr. Schroer declares, reached a position so far in advance of all others that neither natural nor artificial means can deprive it of. Our language is spoken by the richest and most powerful nation of Europe, by the greater part of the people of North America, South Africa, and Australia, and in India. Since the beginning of the nineteenth century the number of English-speaking people has grown from 25,000,000 to 125,000,000, and there is no prospect of any check to its ever-increasing triumph. As a seeming confirmation of Dr. Schroer's idea, it is said that the Chinese government has ordered the establishment of

schools in all the large towns and cities of the empire for the teaching of the English language and Western sciences.

—NINE thousand students are registered at the University of Paris. No other educational institution in the world has as many names on its rolls.

—FOUR years ago Tufts College began to admit women on equal terms with men. President Capen is well satisfied with the results produced by this change of policy of the college. He writes: "Speaking negatively, I am constrained to say that the admission of women has not had a tendency to reduce the number of men entering the several departments. On the contrary, there has been a constant and steady, and in some departments a very marked increase in the attendance of men. The presence of women, moreover, has not diminished the interest in the activities or sports which are supposed to belong peculiarly to men's colleges. There has been no friction arising from their presence in the class-room, and they have not increased materially the difficulties of administration. On the positive side it may be said that their work has been as well done as that of the men. The general testimony of the teachers is that they have raised the tone of the class-room, and quickened the serious efforts of student life. Their presence has also brought an element into the social atmosphere of the college which is very agreeable and very wholesome. The medical school has been co-educational from the start. Women have shown excellent capacity for medical training. The teachers, moreover, assert that they have found no embarrassment from the presence of both sexes in the lecture-rooms and laboratories."

—THE state superintendent of Kansas, U. S. A., has drafted a text-book bill which is very favourably received by educators of the state, and it is likely that it will be presented to the legislature and adopted. The bill provides that school boards, including boards of education in cities, shall purchase the necessary text-books, making contracts for terms of five years. Each publisher making contracts shall file with the governor a bond in the sum of $50,000 for the faithful performance of the conditions of such contracts. No school board shall contract for books not approved by the state board of education, and a maximum price for school books is fixed by the proposed law. When the state board of education approves of a certain line of

books the governor shall issue a proclamation to that effect, and then it shall be the duty of school boards to adopt a series of books for five years. If the state board is unable to procure books below or at the prices stated, it shall advertise for manuscripts of the books needed and select such as are satisfactory and have them published at the expense of the state, and then sell the books to the local boards at cost. Publishers desiring to sell books in Kansas shall file proposals in the office of the state superintendent, and the board of education shall consider them and accept such as are satisfactory. Each bidder shall make affidavit that he belongs to no trust or combine.

Literature, Historical Notes, &c.

COMPOSITION.—REPRODUCTIONS.

BY CHAL. D. NASON.

At the period of life when imitation is a powerful factor in the education of a child, one of the very first principles of teaching composition is the setting of good examples. For this, it is necessary that the child hear nothing but good English spoken, and a good English style, and that he read only the best of the good English writers. In this way, if there be the germs of a fair writer in the child, they are brought out and developed.

Unconsciously, of course, much of the good from the reading comes, but it is necessary to study the writers carefully, if their greatest secrets are to be learned. This it is difficult to do, as we unwittingly slip over many important points, without at all appreciating that they are important. This comes from the well-known fact that the highest art conceals art. It is necessary, then, to study the masterpieces of English. Out of a desire to make scholarship closer and to bring to notice the fine points of a writer's style, reproductions of good pieces of English composition have been tried. These consist of studying or reading the points to be reproduced and then writing out the extracts as nearly in the style of the author as possible. In the lower grades this method shows pretty clearly the pupil's power of extracting knowledge from the printed page. For the students of the high school, or even of the college, this serves as a good exercise in the method of making literature,

and is, in fact, the very way in which many of our best writers have acquired their power in manipulating the language. The method is used to some extent in the translation of the Greek and Latin classics, the aim ever being to interpret as closely as possible the thought of the writer, and at the same time to use a good English style. This is wherein the study of the ancient classics has its greatest value.

But reproductions have a place in the elementary school as well; indeed, that is the place of their origin. It has too long been the custom to make the children write on subjects concerning which they have no knowledge; under such conditions there is no possibility of their doing good work, for the very obvious reason that they have nothing to say. The first requisite for writing compositions is to have some idea to express, and then the task is not so hard, especially if the pupil has had some experience in getting at the subject. In reproductions in the elementary schools, the child is read a story or narrative article, the essential details of which he is to reproduce, and to imitate as closely as possible the style of the original story. The child has, then, something to say, and the way is opened to say it.

Imitation is especially active in children, and they have little trouble in making a presentable copy of the original story, often throwing into prominence some idea that has caught their fancy, thus showing to the teacher, in many cases, the distinctive way the child has of looking at things. It is needless to say that the models must be of the best, in order that false ideas of beauty may not be rooted thus early in the child's literary career. The short stories, such as are found in the better of the children's magazines, are just the thing, having that element of interest which makes an otherwise intolerable lesson quite a treat. The details of an interesting story will remain with the child long enough for them to make their impression. If the story is one of the ethical or character building species, it will make a more lasting impression from being made use of in the reproduction lesson.

This idea of reproduction is carried to an even greater extent in the schools, where the child is given a model sentence and told to write an essay in which a sentence formed after the model occurs. This is a much harder task and suitable only for the older pupils, but it has the advantage

of making the child think out the facts and fancies to be written about, and only prescribes the form of a few of the many sentences in the composition. In practice it is found that this method gives the child a stock of forms of expression which serves greatly to relieve the monotony of schoolboy compositions, necessitating, as it does, attention to the order of words, figures, epithets, etc.

The objection will, of course, be made that the method makes the pupils servile imitators and takes away all spontaneity in forming a characteristic style. This objection might be valid if the method were used exclusively, but the ideal way is to use it only as a recreation after the prolonged use of the older method. For very little folk, it is the only method that can be used, for the child has to get his facts from the teacher, and whether they be read or given in oral recitation makes very little difference. Used sparingly, such a method gives the child a series of forms of expression that he gradually accumulates, and it gives him an enlarged vocabulary of the common and unusual words, which in the course of the ordinary composition lesson he would never attain. If it does make imitators, surely it is something to imitate the greatest writers; and if some of the pupils have the making of great writers in them, they will be none the worse for an intimate acquaintance with their predecessors.—*Popular Educator.*

—We have received the subjoined patriotic lines from Mr. L. D. Von Iffland, of Cowansville Academy, and gladly give them a place in the Record. Our teachers will find the verses most suitable as a song to be sung by their pupils, of whatever age they be. The air of "Auld Lang Syne" will readily suggest itself as fitting the metre of the lines:—

OUR QUEEN, OUR COUNTRY AND OUR FLAG.

I.

Oh Canada, our native land,
Our home so dear and free!
Loud ring the praise of thy fair name
And England's o'er the sea.

CHORUS.

Come raise the song, ye loyal hearts;
Wave high the flag we love;
And thunder forth Victoria's name,
Through earth to heav'n above.

II.

Let friendship's golden chain unite
All subjects of our Queen;
We're brothers 'neath the Union Jack,
Though oceans roll between.

III.

Then join our hands the earth around,
All loyal, brave and true;
God save our Queen, our Canada
And England o'er the blue.

Practical Hints and Examination Papers.

RECITATION RULES.—The *Educational Review* reproduces the following suggestions from Swett's "Methods of Teaching." Readers of the RECORD who have not seen the book may derive some benefit from them:

1. If you expect to have lessons learned at all, make them short.

2. Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep and grow.

3. Keep your explanation down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household Anglo-Saxon, such as men use in business and women at home.

4. Your chief business is *to make pupils think*, not to think for them; *to make them talk*, not to talk for them; *to draw out their powers*, not to display your own.

5. Keep your voice down to the conversational key. A quiet voice is music in the school-room.

6. Train your pupils to recite in good English, but do not worry them by interruption while they are speaking. Make a note of incorrect or inelegant expressions and have them corrected afterwards.

7. *Seldom repeat a question.* Train your pupils to a habit of attention, so that they can understand what you say the first time.

8. Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was "that he allowed his slow boys time to wriggle out an answer."

HOW TO MAKE A HEKTOGRAPH.—A writer in the *School Journal* says that this simple medium of reproduction can

be made by any teacher for the trifling cost of seventy-five cents. The following materials are required: one pint of glycerine, four ounces of gelatine, and a tin pan 8 x 12 inches. Dissolve the gelatine in a pint of cold water. Then add the glycerine. Put upon the stove, stirring that it may not burn. When it comes to a boil pour into a shallow tin pan to cool. Beware of air bubbles and you will have a smooth, hard, sticky surface. A shallow caramel pan with upturned edges is just what is desired in the way of a pan. Eight by twelve inches, the suggested dimensions, correspond with those of the blocks of unglazed paper sold for the hektograph.

Directions: Use hektograph ink and a coarse *stub pen.* See that every stroke of the pen shows a green metallic lustre when dry, else the work will not "take." Write or print the reading matter to be used, and when the ink is quite dry lay the sheet face down upon the hektograph. Press gently over the whole surface with the hand or a soft cloth. After from two to five minutes (according to the number of copies desired) gently peel the paper off. From the impression thus made, reproduce all the copies required, laying one sheet of paper on the surface at a time.

INK-STAINED FINGERS.—A simple way of removing ink-stains from the fingers is to rub vaseline well into the skin at the stained points and then rub off with a piece of soft paper before applying soap. In this way the hands may be washed perfectly clean.

—A COUNTY commissioner of schools in Michigan has addressed the following suggestions to the teachers in his district:—"Let each teacher see to it at once that the stove and pipe are black, and well put up, curtains neat, windows in order, pictures on wall the whole room made neat, bright, cheerful and inviting. Impress your personality upon your schoolroom. Have small flags on walls of room, and have two crossed over the clock any way. Start a library entertainment. Get a five dollar library. Study at night. Get up your work. Don't let the place of death reign in your school. Have an occasional social evening gathering of pupils and parents at the schoolhouse. Don't mention money matters at such meetings. Dare to have an original idea in your class work. Read Page's Theory and Practice of Teaching. Consult the dictionary more. Teach the best term of school you ever taught. Do your

work so well that if any one ever does better work in that district he will be obliged to do remarkably well indeed."

THE HABIT OF PRECISION.—There are some valuable thoughts suggested in the subjoined article from an exchange, which says:

"There is no habit that young people can acquire that is likely to be so valuable to them in every relation of life as the habit of being exact. Indefiniteness is a crying fault of youth It is an easy thing to get into slipshod habits of thought and work. Such work may be brilliant, but unless work is directed toward a definite purpose it is valueless. Thought that appears in brilliant flashes is as useless for guidance as the light of a jack-o'-lantern. A beacon-light must be steady and certain. The value of a fixed definite purpose in life, steadily adhered to, cannot be overestimated. It is the secret of success, and so fully is this recognized that some one has defined genius merely as the power of persistence. He who has ability to maintain a fixed purpose in spite of disappointments and apparent failures, must, in the end, win, if he is guided by honour and truth.

"Exact habits are best formed in youth. It is next to impossible for a man or woman who has grown up in 'happy-go-lucky' habits of work to turn back and learn to be exact. Parents often excuse inaccuracy and careless ways in children on account of their youth. It is a great mistake to do this. While youth cannot be justly burdened with the cares of age, yet whatever a young person is called on to do should be accurately done. The common habit of acquiring a smattering of many things should be discouraged as a vice. It is far better for the young student to have two studies and pursue these to the definite purpose of comprehending them thoroughly than to take up a dozen, of which he can only secure a frivolous knowledge.

"The habit of giving simple, accurate information is a rare and valuable one. Not one person in ten can give definite, clear directions on any stated subject of which they have full knowledge. Yet this is a habit which successful business men are compelled to acquire. The trained specialist in any branch of art or science is chiefly valuable because he has learned to crystalize his information and reduce it from vaporous theory to something that can be made practical. From the earliest childhood, children can be taught to be exact and clear. This is the chief value of the kin-

dergarten system, and it should be supplemented by home training for the same object. Children who learn to know what they are taught clearly and definitely will have nothing to unlearn, no superstitions and false ideas to correct when they reach maturer years. An early training in definite, correct methods of work has trained the mind as well as the hand, so that the small student from these schools is at once ready to enter the paths of higher knowledge by a royal road."

SUGGESTIONS.—Among the following suggestions, taken from the *Educational Review*, are many that will help the teacher in his daily work.

The teacher should be enthusiastic, energetic ; thus will he impress the pupils with the idea that the subjects taught in school are most important.

The teacher should avoid seeming to be cold and uninterested, and yet should guard against being nervous and excitable. Lively interest expresses what he should be. The teacher should not laugh at the mistakes of his pupils, nor draw attention to natural or acquired defects for the purpose of inducing ridicule.

The teacher should aim to induce inquiry. If he cannot always answer the question elicited, let him acknowledge it, and set to work with the pupil to find out the answer.

The teacher should not be too ready to help a pupil out of a difficulty. The recitation is for the purpose of inciting pupils to think. If it fails in this it fails utterly.

The pupils should look forward to the recitation with something of the pleasure that an athlete looks forward to the field sports.

The teacher's manner should be such as would encourage the timid. These you have always with you, and they need your aid and sympathy more than any others in the school-room. The teacher must remember that he is being constantly read by his pupils ; he must therefore avoid all mannerisms—all vulgar practices. All things that cultivated persons should avoid, he should.

The teacher should not take up the subject as though it were an old story to him. Get all the new lights on your subject you can, and always come to the class with something fresh.

Be always prompt in calling and dismissing classes. The habit of punctuality and promptness is as necessary a

part of education as a Latin declension. If class work is done promptly it becomes a habit with the pupil.

The teacher should show by his manner that his mind is on the answers the pupils give in forming other questions.

The teacher should show himself independent of the text-book—should teach the subject, not the book.

The teacher should aim to reach the lower half of the class.

The teacher should not allow his attention to be given exclusively to one pupil, that others may feel themselves unnoticed—then is the opportunity for disorder.

Teachers, govern your temper—never scold—never nag—be pleasant—be firm.

Do not take up the time of recitation in reprimanding pupils. Discipline by the eye, or a simple shake of the head. Leave reprimanding until the close of the session, then take the offender by himself.

The teacher should be watchful that his pupils use correct speech. Even in the arithmetic class you may teach English.

The teacher's own language should be well chosen. What you are in speech your pupils will probably become.

The teacher should remember that the pupil is daily reading his character, and as a rule forms a correct estimate; let him therefore have noble purposes in life and strive after the attainment of a noble character worthy the emulation of his pupils.

Unless the teacher is himself advancing, the pupils will not advance. As Dr. Arnold says, "All prefer to drink from a spring rather than a pond."

A teacher animated by a noble purpose in life, an unfeigned love for his pupils, a consuming desire for their moral as well as intellectual welfare, cannot fail to produce impressions for good, lasting as eternity.

To none are given so many opportunities for good as to the teacher. None performing their work in a merely perfunctory manner, will do so much harm as will the teacher.

Insufficient pecuniarily as the rewards usually meted to teachers are, to the faithful will come the "well done."

—YOUR younger pupils will appreciate the following lines which we reproduce for their especial benefit from one of our exchanges. Ask them to correct the errors made by the children.

The Spelling Match.

Ten little children, standing in a line,
"F-u-l-y, fully," then there were nine.
Nine puzzled faces, fearful of their fate,
"C-i-l-l-y, silly," then there were eight.
Eight pairs of blue eyes, bright as stars of heaven,
"B-u-s-s-y, busy," then there were seven.
Seven grave heads, shaking in an awful fix,
"L-a-i-d-y, lady," then there were six.
Six eager darlings, determined each to strive,
"D-u-t-i-e, duty," then there were five.
Five hearts so anxious, beating more and more,
"S-c-o-l-l-a-r, scholar," then there were four.
Four mouths like rosebuds on a red rose tree,
"M-e-r-y, merry," then there were but three.
Three pairs of pink ears, listening keen and true,
"O-n-l-e-y, only," then there were two.
Two sturdy laddies, ready both to run,
"T-u-r-k-y, turkey," then there was but one.
One head of yellow hair, bright in the sun,
"H-e-r-o, hero," the spelling match was won.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* for February is largely devoted to mining in Canada, three splendidly illustrated articles on that interesting subject being given Dr. George Stewart has a paper on "The Premiers of Quebec since 1867," which is embellished with ten handsome photographs. David Christie Murray speaks of Robert Louis Stevenson in the second instalment of his series of articles on "My Contemporaries in Fiction." The number reflects great credit on its publishers.

The February *Ladies' Home Journal* opens with a striking article, "When Kossuth rode up Broadway,"—the fourth of the series of "Great Personal Events." "The Senate and House of Representatives," is the title of ex-President Harrison's paper. "The Origin of our Popular Songs," is another most interesting article. The scope and interest of its articles are what has ensured the lasting success of the *Journal* as a family paper.

In the *Atlantic Monthly* for February, there is a valuable paper by Mary C. Robbins on "Village Improvement Societies." Colonel Higginson continues his "Cheerful Yesterdays" with reminiscences of the religious fermenting time in New England. Professor D. C. Gilman speaks of the results of the "Peabody Education Fund." Paul Leicester Ford's novel, "The Story of an Untold Love," gains in interest in the second instalment. The book reviews and Contributor's Club are as usual very good.

In the *Ladies' Home Journal* for January is a delightful article, "The Personal Side of Prince Bismarck," by George W. Smalley. General Greely tells about "What there is at the North Pole," and Jerome K. Jerome contributes a bright short story. The departments are, as usual, good. The cover of the number is by Edwin A. Abbey, the famous illustrator, and is a splendid composition.

HARLAND'S TEST CARDS, by John Harland, Montreal. It is a pity that the idea embodied in Mr. Harland's publications has been so defeated by the numerous errors, typographical and otherwise, that mar the cards. The series on English History gives a very good synopsis and if more care had been taken when the cards were in proof, we should have no hesitation in recommending it for use by older pupils when preparing for examinations, but in view of the errors we have just referred to, pupils using them would need to be well up in their work to avoid being misled at times. On the first card, for instance, we find a reference to the "Phœnicians," and further on the "Venirable Bede" and the battle of "Porctiers" are spoken of. On card 16 we are informed, probably by the printer, that Lady Jane Grey wrote the "Scholemastre," and on card 22, that Thomas à Becket was a clever "courier." When we find it stated baldly that Mary Queen of Scots, was "a bigot and a hypocrite," we are inclined to ask on whose authority such an unqualified assertion is made. Besides, the typographical arrangement of the notes is often misleading, as when we are led to think that Gibbon wrote "Our Greatest Historian;" but is the printer responsible for the information that Wordsworth wrote "The Ancient Mariner?" There are many other less important mistakes which should never have escaped the wide-awake proof-reader, but enough has been said, we think, to show that unless a corrected edition of the cards is issued, great care will have to be

exercised in their use. The test cards in arithmetic appear to be well graded and have been prepared with a view to aiding candidates for the A. A. examinations. It is too difficult a matter to readily appreciate the correctness of the examples given, for us to express an opinion, and so we must believe them to be better prepared in this respect than the History cards. The cards dealing with the metric system will be found very useful in the arithmetic class. Answer cards are also furnished which may be retained by the teacher, while those containing the exercises are distributed to the pupils to test the knowledge they have acquired.

Correspondence, &c.

To the Editor of the EDUCATIONAL RECORD,

DEAR SIR,—I see by the RECORD that the Protestant Committee has decided to issue no diplomas after September 1st except to those who have had at least four months' training in the Normal School. Will you kindly inform me (1) whether this will prevent diplomas being given as a result of the Central Board Examination next June to those who have not had such training, and (2) whether, if diplomas are issued, the holders will be allowed to commence teaching in September without taking any such training?

Yours, etc.,

L. W.

ANS.—(1) No. (2) Yes.—Ed. ED. R.

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Articles: Original and Selected.

THE LIFE OF FROEBEL AND THE BIRTH OF THE "NEW EDUCATION."

By Miss Martha Michaels, Montreal.

A proper word for a new object is a great advantage in explaining it, and a whole volume of definition is contained in the appellation "*Kindergarten.*" It is a German word, familiar to the eye, if not also to the ear of almost every educationist, not only in Europe but in the world, except China. America is full of it.

The kindergarten is an institution which treats the child according to its nature, comparing it to a flower in a garden.

A Children's Garden—as in a garden, by the care of a skilled, intelligent gardener, growing plants are cultivated in accordance with nature's laws, so here, in our child garden, shall the noblest of all growing things, men (that is children, the germs and shoots of humanity) be cultivated in accordance with the laws of their own being and of nature. Recognizing that children differ, even as plants, in their needs and characteristics, a Kindergarten teacher feels that her aim and duty is to study individually each child under her care, and endeavour to supply appropriate means and assistance to each child, to develop the best that is in them.

Before going further, I feel that it is due to the great founder of this system to speak of him and try to tell you

something of his life, and of the causes that led to his formulating this great inheritance that he has bequeathed to all those who are willing to receive it.

Friederick Froebel was born in Oberweissbach, a village in the Thuringian forest, on the 21st of April, 1783. He lived seventy years and died in Marienthan in 1852. He was neglected in his youth, and the remembrance of his own early sufferings made him in after life the more eager in promoting the happiness of children. He lost his mother in infancy, and his father, the pastor of Oberweissbach, attended to his parish but not to his family. Friederick soon had a step-mother and neglect was succeeded by the traditional step-motherly attention. He was prepared to lavish on her unlimited love and devotion, and at first she met him in the same spirit and the affection bestowed on him caused his nature to expand, but the advent of a child of her own quite reversed this desirable state of affairs. The injustice of the treatment he received dwarfed his geniality and developed in him habits of introspection. The memory of it was influential in urging him to impress on teachers and parents the risk they run when they misinterpret the actions of a child and suppress its love.

His uncle came to the rescue and took Friederick to his home at Staat Ilm, where kindness and confiding love prevailed everywhere, and under its influence his whole nature expanded. Here he went to the village school, but, like many other thoughtful boys, he passed for a dunce. He found himself unable to take part in athletic games with boys of his own age, owing to the neglect of his physical education, and the memory of this explains the importance he attached to the development of the body, when he became an educator.

Throughout life he was always seeking hidden connections and an underlying unity in all things. But nothing of this unity was to be perceived in the piecemeal studies of the school at Staat Ilm, so Froebel's mind, busy for himself, could not work for his master, or along uncongenial lines. Consequently his step-mother decided that he should not devote his life to study ; his half-brother she thought more worthy of a university career. Froebel was therefore educated with a view to his filling a business position. This, he mentions in his autobiography, he considered a mistake, namely, that only sufficient education

should be meted out to the child to prepare him for any certain calling.

His own wishes were at last consulted and he was apprenticed to a forester. He wished to be an agriculturist in the full meaning of the word, for he loved mountain, field and forest. He was now fifteen years old. Left to himself in the Thuringian forest, he became intimate with nature, and without scientific instruction, he obtained a profound insight into the uniformity and essential unity of nature's laws. No training could have been better suited to strengthen his inborn tendency to mysticism, and when he left the forest, at seventeen, he seems to have been possessed by the main idea that influenced him all his life. The conception which in him dominated all others was the unity of nature, and he longed to study natural sciences, that he might find in them various applications of nature's universal laws. With great difficulty he gained permission to join his half-brother at Jena, and there, for a year, he went from lecture-room to lecture-room, hoping to grasp that *connection* of the sciences, which had for him more attraction than any particular science in itself. But his allowance was very small, and his skill in the management of money never great, so his university career ended in an imprisonment of nine weeks for a debt of thirty shillings. He then returned home with very poor prospects but much more intent on what he calls a course of self-completion, than in getting on from a worldly point of view. He was sent to learn farming, but was recalled in consequence of the failing health of his father, who died in 1802. And Froebel, now twenty years old, had to shift for himself. It was some time before he found his true vocation, and for the next three and a half years we find him at work, now in one part of Germany, now in another, sometimes land-surveying, sometimes acting as accountant, and sometimes as private secretary. But, in all this, his "outer life" was far removed from his "inner life." "I carried my own world within me," he tells us, "and this it was which I cared for and which I cherished." In spite of his outward circumstances, he became more convinced that a great task lay before him for the good of humanity, and this consciousness proved fatal to his settling down. As yet, the nature of the task was not clear to him, and it seemed determined by accident. While studying architecture at Frankfort, he

became intimate with the director of a model school, who had caught some of the enthusiasm of Pestalozzi. This friend saw that Froebel's true field was education, and he persuaded him to give up architecture and take a post in the model school. His first impression of his newly adopted profession as a teacher was more satisfying, and realized his dream of perfect compatibility between the inner and outer life. He felt, as he expressed it, like a fish in water, in his element, as it were, where he could work zealously, feeling that he was at last using his talents to the best advantage. He visited Pestalozzi (about whom there is very much to know) to learn from him some details of school management before entering on his duties. He was prepared to follow out any suggestions he received there, especially as he remembered being impressed as a child by reading about Pestalozzi ; but, although he found very much to admire and adopt, he was disappointed at some of the details. On his return he entered upon his work of love, and was for a time perfectly happy. But this period of contentment was not of long duration. He had an especial talent for arranging curricula, and had been entrusted with the arrangement of the one used in this school, but he found the set rules irksome to follow, and inwardly rebelled ; he also felt the difficulty of applying to others the thoughts and theories he had worked out for himself. He had a high ideal of what education should be, and realized the faults of the present system without having enough practical knowledge to entirely correct them. He could not inflict on the pupils the unconnected, unmeaning rules and forms, which he had found so unsatisfying in his own school days. Gruner, the friend who had influenced him, recognized his nervous excitability, and at Froebel's earnest request, released him from his engagement, so that he could pursue his studies. Froebel, however, gave up his plans for the time being and accepted the position of tutor to three lads who claimed his sympathy by the resemblance of their early life to his own. He had full control and liberty to educate them entirely according to his own lights, but, once again, he was not equal to fulfilling his self-imposed task. He, therefore, obtained permission to go with them to Pestalozzi, deciding that his previous visit had been of such short duration that it scarcely enabled him to form a correct estimate. He was prepared to receive thankfully as

truths all that came from the lips of this great and good man. But, although he saw much to admire and copy, he could not accept intact the system of education compiled by Pestalozzi. He could not but admire the large-hearted, benevolent and yet withal, simple-minded man who had an ennobling influence on all who came in contact with him.

But Froebel, besides being good and desirous of being a benefactor to the rising generation, was too much of a genius to become a follower of any man. He was not a hero-worshipper and was capable of detecting weak points in Pestalozzi's system. It lacked *connectedness*, and Froebel's idea of education must include what he missed so much in his own, namely, that the educator should have the power of entering into the child's individuality and thoroughly understanding it, and, by these means, assisting it to think out the problems that vex its mind; instead of, as in his own case, it having to grope in the dark and arrive at its proper sphere of work by many years of comparative waste of time. He considered that the man should use his experience to protect the child from the false step he had made. He believed that by watching a child playing, a very good idea could be formed of its natural inclinations; that after noting these points the good ones should be fostered and the bad ones eradicated by gentle means; that the teacher should be the friend of the child and have its confidence; that he should direct its thoughts, cultivate its natural inclinations to know the why of everything, and above all teach him to observe nature and adapt its truths. These and many more were his thoughts, but he knew that he was deficient in culture and the knowledge of natural science, and that, to be in a position to realize his dream of evolution as applied to education, he must give up his task of teaching the boys and pursue study at some university. So he took up the thread of his university course at Gottingen, whence he proceeded to Berlin. In his autobiography he tells us: "The lectures for which I had so longed really came up to the needs of my mind and soul, and made me feel more fervently than ever the certainty of the demonstrable inner connection of the whole cosmic development of the universe."

But again his studies were interrupted, this time by the King of Prussia's celebrated call "to my people." Though not a Prussian, Froebel was heart and soul a German, and

he therefore responded to the call and went through the campaigning of 1830. His military ardour did not, however, take his mind off education. His soldiering showed him the value of discipline and united action, how the individual belongs not to himself, but to the whole body, and how the whole body supports the individual.

He now formed a valuable friendship with two young men whose names will always be associated with his. These young men, Langethal and Middendorf, became attached to Froebel in the field and were ever afterwards his devoted followers, sacrificing all their prospects in life for the sake of carrying out his ideas. After the peace of Fontainebleau in May, 1814, Froebel returned to Berlin and became curator of the Museum of Mineralogy, under Professor Weiss.

He intended to become a teacher of natural science, but, before long, wider views dawned upon him. Langethal and Middendorf were in Berlin engaged in tuition. Froebel gave them regular instruction in his theory, and counting on their support, he resolved to set about realizing his own idea of the "New Education." This was in 1816. Froebel gave up his position and set out for Griesheim on foot, spending his last cent on the way for bread. There lived the widow of his brother and her children. He undertook the education of his orphan niece and nephew and also of two more nephews sent him by another brother. With these he opened a school and wrote to Langethal and Middendorf to come and help him in the experiment. Middendorf came at once, Langethal a year or two later, when the school had been moved to Keilhan, which became the Mecca of the new faith.

In Keilhan, Froebel, Langethal, Middendorf and another, a relative of Middendorf's, all married, and formed an educational community. They were persecuted as heretics, but the new education was sufficiently successful to attract notice from all quarters ; and when he had been ten years at Keilhan, he published his great work, "The Education of Man."

Four years later, he determined to start other institutions in connection with the parent institutions at Keilhan ; and being offered, by a friend, the use of a castle on the Wartensee in Lucerne, he left Keilhan under the direction of Bar, and with Langethal, made a settlement in Switzerland.

The ground, however, was very ill-chosen ; the Catholic Clergy resisted what they considered a Protestant invasion, and the experiment never had a fair chance. The Swiss Government wished to turn to account the presence of the great educator ; so young teachers were sent to Froebel for instruction, and finally he removed to Burgdorf, to undertake the establishment of a public orphanage, and also to superintend a course of teaching for school-masters. There were instituted "conferences," and in his intercourse with the teachers, who came from many places to profit by his instruction, he found that the schools suffered from the state of raw material brought to them. Till the school age was reached, the children were entirely neglected. At Burgdorf his thoughts were much occupied with the proper treatment of young children, and in preparing for them a graduated course of exercises, modelled on the games in which he observed them to be most interested. In his eagerness to carry out his new plans, he grew impatient of official restraint ; and partly on account of the ill-health of his wife, he left Burgdorf. He remained in Berlin a few months, and then returned to Keilhan, and soon afterwards opened the first kindergarten at Blakenburg in 1837. He now described his system in a weekly paper. He also lectured in great towns, and gave a regular course of instruction to young teachers at Blankenburg. But, although the principles of the kindergarten were gradually making way, the first kindergarten was failing for want of funds. It had to be given up, and Froebel, now a widower, carried on his course for teachers during the last four years of his life.

It is in connection with these last years that the man Froebel will be best known to posterity, for, in 1849, he attracted within the circle of his influence, a woman of great intellectual power, the Baroness Von Bulow. These seemed likely to be Froebel's most peaceful days. He married again, and having now devoted himself to the training of women as educators, he spent his time in instructing his class of young female teachers. But trouble came once more. In the great year of revolutions, 1848, Froebel had hoped to turn to account the general eagerness for improvement, and Middendorf had presented an address on kindergartens to the German Parliament. His nephew published books which were supposed to teach socialism ;

the public refused to discriminate between uncle and nephew, and both were accused of advocating "something new." In the reaction which soon set in, Froebel found himself suspected of socialism and irreligion, and in 1861 an edict was issued forbidding the establishment of kindergartens. All protest was in vain, and the edict remained in force till ten years after Froebel's death. This proved to be Froebel's death-blow.

Editorial Notes and Comments.

In the annual report of McGill University, referred to on another page, the following passage has especial reference to the professional training of teachers in the Province of Quebec. The report says: "By a recent resolution, the Protestant Committee of the Council of Public Instruction has provided that, with a few exceptions specially reserved to the action of the Committee itself, diplomas to Protestant teachers shall henceforth be issued only after a course of training of at least four months' duration, received in the normal school. In all probability the result will be a much increased attendance at that institution during the last four months of the annual session. In consequence, three difficulties of grave import arise: first, the class-room accommodation of the building is scarcely adequate to the reception of, perhaps, one hundred additional pupils; secondly, the teaching staff is numerically too weak to meet the increase of labour involved, while there is no means at the disposal of the normal school committtee for providing help; and thirdly, suitable lodgings for a large number of women students, who will remain in the city for four months only, are not available at a moderate price. It is not too much to say that the situation constitutes an impending crisis in Protestant popular education in the province."

—Just at this time the citizens of the countless cities, towns and villages of the British Empire are discussing the form which their particular celebration of the Queen's diamond jubilee is to take. At the last meeting of the Protestant Board of School Commissioners of Montreal, the members decided on the manner in which this great event is to be commemorated by the eight thousand pupils under their control. The festivities are to take place on the 18th

of June. According to the plans made by the Board, the children will be transported free from all parts of the city to the M. A. A. A. grounds by special arrangement with the Street Railway Company. There will be the singing of the National Anthem and other loyal and patriotic songs; the waving of flags, and the saluting of the colours. At the close of the proceedings, each pupil will receive a ommemorative medal, specially struck for the occasion.

We suppose that many of our teachers have spoken to their pupils of the event which is to be celebrated throughout the civilized world on June 20th next, if Providence spares till then our gracious Queen, "long to reign over us." The opportunity should not be lost for instilling into the minds of the children, that patriotism which inclines to foster love for their Queen and country rather than to stir up hatred of those of another race. Let the teachers examine with their pupils the life and long reign of Queen Victoria, and let them decide how they would best like to celebrate or commemorate her diamond jubilee. We have no fear that it will be at all difficult to arouse a keen interest in the history of the last sixty years, as well as a proper spirit of patriotism—one not unalloyed with a cosmopolitan love for all men of whatever race or speech.

—In passing his veto on the recently proposed "immigration restriction bill," ex-President Cleveland said with regard to the education test provision thereof: "It is proposed by the bill under consideration to meet the alleged difficulties of the situation by establishing an educational test by which the right of a foreigner to make his home with us shall be determined. Its general scheme is to prohibit from admission to our country all immigrants physically capable and over sixteen years of age who cannot read and write the English language or some other language, and it is provided that this test shall be applied by requiring immigrants seeking admission to read and afterwards to write not less than twenty or not more than twenty-five words of the constitution of the United States in some language, and that any immigrant failing in this shall not be admitted, but shall be returned to the country from whence he came, at the expense of the steamship or railway company which brought him. The best reason that could be given for this radical restriction of immigrants is the necessity of protecting our people against degener-

ating, and saving our national peace and quiet from imported turbulence and disorder. I cannot believe that we should be protected against these evils by limiting immigration to those who can read and write, in any language, twenty-five words of our constitution. In my opinion it is infinitely more safe to admit a hundred thousand immigrants who, though unable to read and write, seek among us only a home and an opportunity to work, than to admit one of those unruly agitators and enemies of governmental control who not only read and write, but delight in arousing by inflammatory speech the illiterate and peacefully inclined to discontent and tumult. Violence and disorder do not originate with illiterate labourers. They are rather the victims of the educated agitator. The ability to read and write, as required in this bill, of itself affords, in my opinion, a misleading test of contented industry, and supplies unsatisfactory evidence of desirable citizenship or of a proper appreciation of the benefits of our institutions. If any particular element of our illiterate immigration is to be feared for other causes than illiteracy, these causes should be dealt with directly, instead of making illiteracy the pretext for exclusion, to the detriment of other illiterate immigrants against whom the real cause of complaint cannot be alleged." As an exchange remarks, Mr. Cleveland is evidently of the opinion that moral character is worth more than mere ability to read, write and cipher.

—THE theory of education rests on two pillars. One is the study of ideals of civilization and the demands of the institutions in which the future man or woman is to live his or her life; the other is the study of the child in order to discover in him what rudimentary tendencies there are, favourable or unfavourable to culture, and to ascertain the best methods of encouraging the right tendencies and suppressing the wrong ones. It naturally happens that some of the most enthusiastic investigators would persuade themselves that child study is all that is necessary to furnish full data for the founding of a complete theory of education. Such persons borrow from other investigators —or oftener from the current practice about them—their opinions regarding the branches of study, their co-ordination or subordination, and they borrow, moreover, from the teachers who have taught the traditional branches in school for the most part the methods which have been dis-

covered to teach effectively these branches. A little consideration will lead one of them to the conviction that the course of study, the needs of civilization, and the art of teaching should require new investigations made with the same thoroughness and persistence that now characterize the exploration of the field of child study.—*W. T. Harris.*

—SPEAKING of this "child-study," of which so much is being said and written at the present time, we think that there is a great deal of truth, and, what is more, common sense, in the following utterance of the Superintendent of Schools for Iowa. "If child-study degenerates into a fad, if it consists in measuring the length of the child's nose, and putting it down in a table, in discovering just how many times he winks his eye in a given number of seconds, I cannot see the use of it. If on the other hand it is so conducted as to enable the teacher to deal with the child as an individual, to so direct his studies that he may get the greatest possible benefit from his advantages, and thus make the most of himself, then it is worthy of careful thought and attention on the part of the teacher. Phillips Brooks says that one man takes a block of granite from the quarry and fashions it into a statue, another takes a block from the same quarry and makes a door-stone of it. The one is an artist, and the other the artisan. If child study enables an artisan to become an artist, or converts a blunderer into a respectable artisan, it deserves encouragement from every progressive teacher. And this is what it can be made to do when competent persons control it."

Current Events.

THE annual report of the governors and principal of McGill University for the year 1896, gives some interesting information concerning the institution. From it it appears that 184 degrees were granted in course at the close of the last session, and that 137 diplomas were granted by the Superintendent of Public Instruction to pupils of the Normal School; of these 13 were Academy diplomas, 61 Model School and 63 Elementary. In the June examinations for Associate in Arts, held at 34 centres, 206 candidates presented themselves, of whom 134 passed. Many of these fulfilled the requirements for matriculation in the various faculties. The total number of students attending

classes in the college is 1059, of whom 380 are in the Medical Faculty, 392 in Arts and 220 in Applied Science. There are 134 teachers in training at the McGill Normal School. Reference is made to the munificence of Mr W. C. McDonald, through which a department of agriculture has been established in connection with the Faculty of Applied Science. Mr. McDonald is also providing the college with a magnificent new building for the departments of chemistry and mining. The mining and metallurgical laboratories alone will have a floor space of 10,000 square feet, and will be supplied with the most recent appliances for the milling and metallurgical treatment of ores. A considerable reorganization of work has taken place in the classical department, where it is confidently expected that improved results will speedily be obtained. General interest in classics as a subject of study is being stimulated in several ways, and especially by the institution of a classical museum.

Referring to the action of the college authorities in doing away with the former system of exemption from fees, the report says :—In the past session thirty-seven partial "exemptions from fees" were given to students, in some cases in competition, in others as benefactors' scholarships and as aids to theological colleges. These have been given principally to students from the country. Having regard to the financial condition of the university, the governors thought it right recently to pass a resolution enacting that all such "exemption from fees" shall henceforward cease. It is hoped that in time to come their place may be taken by an increased number of scholarships awarded as the result of a general competition among the schools of the province and Dominion.

—The special committee appointed by the Faculty of Arts of McGill University for the revision of the Arts course drafted a scheme of studies which has been approved by the Corporation. The changes are of sufficient importance to warrant us in giving them at some length. Speaking of the revised curriculum, the governors' report says that it "assumes that new subjects, such as economics and political science, will be introduced as soon as the necessary funds can be provided. The strengthening of existing departments is also a prime necessity of the situation, and much could be done to make the course at McGill increasingly

sought after by offering additional tutorial instruction—apart from professional lecturing—during the first two years of the arts curriculum. The last two years it is proposed to organize on lines which shall provide, where desired, a natural transition to work in the faculties of medicine, law, or applied science. It is also being borne in mind that the university will not be completely fulfilling its proper functions till the opportunities of graduate work in the several departments have been largely extended and increased." It is said that the general nature of the changes is to simplify the curriculum by reducing the number of subjects required in the first two years, with the hope of attaining a higher standard of work. The intermediate examination, taken at the end of the second year, is expected to secure that the student shall have laid the basis of a sound general education, and be prepared to specialize in selected subjects. Accordingly, in the third and fourth years, the widest freedom of option will be allowed, each candidate being required to take up five subjects in all, of which not more than three shall be taken in one year.

In connection with the matriculation examination, Greek is made optional; and the subjects required are, (1) English; (2) Latin or Greek; (3) Mathematics; (4) Greek or Latin or a modern language; (5) Elementary Science or a language not previously taken. If a candidate elects to take only one classical language, he will be required to take two modern languages or a higher standard in mathematics. Except in special cases candidates will not be admitted under sixteen years of age. The second year matriculation examination is abolished, but provision is made for the admission of students with special claims on the recommendation of a standing committee.

The first year subjects are reduced to five, and are intended to be a continuation of those required at entrance. They are: (1) English; (2) Latin or Greek; (3) Mathematics; (4) Greek or Latin or a modern language; (5) Physics. Physics is a new subject in the first year, and has been found necessary as an introduction to all the branches of science taken up later in the course. In the second year options begin to be introduced, but only to a small extent. The subjects are: (1) English; (2) Latin or Greek with any three of the following:—(1) Chemistry; (2) Logic and Psychology; (3) Mathematics (including Dynamics); (4) Greek or Latin or a modern language.

In the third and fourth years the student is allowed a free choice of the subjects he prefers, which must be five in number, three in one year, and two in the other. The number of subjects is to be very largely increased, and the final schedule has not yet been absolutely decided upon, as it will probably involve a considerable increase of the present staff. It is proposed that under the heading of languages, for instance, a candidate should be at liberty to offer, besides the usual classical and modern languages, Sanskrit, Italian or Spanish. Political science, economics, and theory of education are suggested as additions to the department of philosophy. Botany and physiology will probably form part of a biology group in the near future. A candidate in the law faculty will be allowed to take several of his law subjects in the third and fourth years of his arts course.

The honours subjects are practically the same as before and may not be taken up till the third year. Advanced sections may, however, be formed during the first and second years in any subject, with a view to preparation for the honour courses, but no exemptions in other subjects will be allowed on this account.

—In the Recorder's Court, Montreal, the other day, a clerk was accused of having allowed one of his children to attend a city school while another was sick at home with the measles. In consequence of this twelve other school boys had contracted the disease. The Board of Health entered the action at the special request of the Protestant Board of School Commissioners, who were determined to make an example of the offender, so as to prevent a repetition of such an offence. The defendant was found guilty and a fine of one dollar and costs or one month's imprisonment was inflicted.

—The students of McGill College were eminently successful in their production of a Latin play, the *Rudens* of Plautus, which they gave in the Academy of Music, Montreal, last month. Principal Peterson, Professor Eaton and the members of the Classical Club bestowed the greatest of care on every detail, and the unanimity and devotion of all concerned ensured the success of the presentation. In connection with this "event" in McGill's history, the members of the cast presented Dr. Eaton with a handsome silver mounted cane. They took this occasion to refer to the time and labour which Dr. Eaton had bestowed upon

the production of the classical play, his untiring energy having much to do with making it the success it was.

—TEACHERS have many difficulties to contend with and meet with some hard experiences in the course of their professional careers, but the news comes from Ontario of a novel one in the case of the teacher of the public school at Donaldson's Mills. This teacher did not fall foul of the school board nor did he have trouble with his pupils or their parents, but, so we are told, when returning to his home a few nights ago by a short cut through the woods, was chased to the door of his home by a wolf. The house-dog attacked the wolf and was killed. The teacher then belaboured the animal with a club and succeeded in dispatching it.

—THE University of Chicago is one of the largest endowed universities in the world, and yet, it seems that it has been running behind at the rate of $250,000 a year in the matter of expenses. Things had come to such a serious pass that President Harper offered his resignation. This event, which would have been a serious blow to the institution, has been prevented by Mr. John D. Rockefeller, who founded the university and has already given it some $8,000,000, again coming to the rescue with a promise of $10,000,000 more. This, with other gifts, makes a total of about $23,000,000, and should ensure the continued existence of the university. This gift was made conditional on Dr. Harper's remaining at its head. Mr. Rockefeller has also given a sum of $40,000 to Mount Holyoke College, for a dormitory.

—THE Pittsburg, Pa., principals, at their February meeting, considered the matter of dropping from the course in arithmetic a number of subjects, including exchange, compound proportion, bonds, progressions, scales of notation, etc. The prevailing opinion was that this should be done, that unpractical problems be eliminated, that the work, in denominate numbers especially, be simplified, and that greater speed and accuracy in the fundamental operations be required. A committee was appointed to revise the arithmetical requirements of the course of study. An exchange says: This is a sensible undertaking. There is too much time wasted in arithmetical nonsense. A radical revision of the course of study is needed. The example of the Pittsburg principals is worth following in other places.

—In the public schools of Boston 1,600 scholars are daily provided with hot lunches. The food is prepared at a central kitchen, whence it is distributed by expresses to the various schools. This system is found to be entirely satisfactory. The variety of food is quite large, and the prices very moderate. For 5 cents a choice of dishes is offered, while for 10 cents the sum of all local epicureanism may be reached.

—Unless the board of supervisors grants a relief appropriation the public schools of San Francisco will, in all probability, be closed in May. The new school board finds itself handicapped with a deficit of over $90,000, and it seems that the only way out of the difficulty is to deprive the teachers of a month's salary. This may be done by closing the schools for a month, or by making an agreement with the teachers to work for a month, and take their chances of being paid at the beginning of the next fiscal year from a special proportion.—*The School Journal.*

—The last Arkansas Legislature appropriated $10,000 a year for the maintenance of a four weeks' summer normal school in all the seventy-five counties. Sessions have been well attended and have proved stimulating to the teachers of the State.

—The report of the syndicate appointed by the University of Cambridge to consider the question of granting degrees to women, has been presented to the university authorities. Though the committee are not in favour of admitting women to membership in the university, they recommend that the degree of Bachelor of Arts be conferred by diploma upon women who have passed the final tripos, and that in due course such women may proceed to the degree of Master of Arts. The committee also decides that the university may grant honorary degrees in arts, law, letters, science and music to women who have not complied with the usual conditions but who have been recommended for such degree by the Council of the Senate.

Practical Hints and Examination Papers.

Morals and Manners.—Questions for younger pupils to answer:

1. What should you say when you meet a friend in the morning? In the afternoon?

2. What should you say when you part from a friend?
3. What should you say when you receive a gift or a favour?
4. What should you say when you wish to leave the table before the others?
5. What should you say when you pass before another?
6. What should you say when a friend thanks you?
7. What should the boys do when they meet ladies and gentlemen on the street whom they know?
8. What should you do when you have injured something belonging to another?
9. What should you do when you have lost something belonging to another?
10. What should you do when a new pupil comes to school?
11. What should you say when you ask a favour?
12. How should you treat any schoolmates or any people who are lame, or have other troubles from which they can never recover?

Ans.—I should never mention these troubles to the people who have them, but by being very kind help the people to forget them.

13. What should you do when anyone near you falls or gets hurt?
14. What should you do when one of your classmates makes a mistake?
15. What should you do when you find something that belongs to another?
16. How can you make yourself a pleasant visitor to a little friend?
17. How can you make it pleasant for a little friend to visit you?
18. How can a child make himself liked by children younger and weaker than himself?
19. How should a child treat animals?
20. How should a child behave in public places?—*N. Y. Journal.*

SPELLING.—John S. Stoddard, writing in *The New Education*, says:—

I wonder if good spellers, like poets and great men, are "born and not made." When we consider how easily many people master this study, and the "awful" time others have to become even ordinary spellers, we almost

believe they are. I am fully persuaded in my own mind, however, that all can learn to spell if they will, just as they become proficient in other branches of study. Of course "no royal road to learning" includes spelling; and much hard work may be the price necessary for some to pay in order to become a good speller. I think it was Gibbon who said: "What men call genius is only the result of hard work," and therefore all who are able to work may become geniuses. Methods of learning and of teaching spelling have a great deal to do with the progress made. I am glad that the old-time method of poring over the spelling book has been largely relegated to the rear, and that "a more excellent way" has been discovered—that is, studying the word as well as the letters which compose it. The child can help himself greatly by turning every opportunity into a spelling lesson, where he has to do with words at all. In reading, for instance, every part of the word should be carefully noticed as much for its spelling as for pronunciation. After a time this habit will not retard the rapidity of the reading, as any proof-reader will tell you.

—A WRITER in the *School Journal* gives the following hints on how to make an improvised writing board for the class-room:—

In the school, where blackboard room is at a premium, the teacher can, with a little extra work and at a comparatively small cost, make a few yards more than is already in the school-room. Take extra heavy canton flannel of the required length and width, and tack firmly and smoothly to surface to be utilized, placing the cloth nap down. Do not put any tacks in it, under the part to be used as writing surface, as they quickly wear through. Over the canton flannel tack common opaque window shading, which can be bought almost anywhere at twenty cents per yard. Dark green is preferable. Here you have a writing surface, at a small cost, which is equal to any, and superior to many of the painted boards usually found in country districts. If moulding cannot be obtained, to give the "board" a finish, take Autumn leaves, press them with a warm flat iron previously rubbed over wax, and pin them or tack them along the edges. This gives a "decorated" look to the board. The leaves will retain their color and shape for many months. If Autumn leaves are not obtainable, small cards may be strung on fine wire, or tacked up.

—THE following stories for reproduction will be found useful in connection with the younger classes in English :—

WHAT THE SPIDER TOLD.

"I was spinning a web in the rose vine," said the spider, "and the little girl was sewing patchwork, on the door-step. Her thread knotted and her needle broke, and her eyes were full of tears. 'I can't do it,' she cried. 'I can't! I can't!'

"Then her mother came, and bade her look at me. Now, every time I spun a nice silky thread, and tried to fasten it from one branch to another, the wind blew and tore it away.

"This happened many times, but at last I made one that did not break, and fastened it close, and spun other threads to join it. Then the mother smiled.

"'What a patient spider!' she said.

"The little girl smiled too, and took up her work. And when the sun went down there was a beautiful web in the rose vine, and a square of beautiful patchwork, on the step."—*Babyland.*

A FABLE.

"How cruel the woodmen are!" cried a Pine as loudly as she could with that soft voice of hers. "See what they are doing to our grove! Half our number are killed, and of all their glory nothing remains but a few stumps. The squirrels have not visited us for weeks; what will all the birds who used always to live among us, and the tender flowers that cannot bear the heat of the great sun, do when they return and find that we are dead? I *will not* be cut down," and the Pine shook her boughs with anger till half her cones fell to the ground.

"Do you remember the children who came for flowers and nuts?" said an Oak. "Yes, bless their bright faces, I do!" replied the Pine.

"Well, these same little folks live down there in the great farm-house and will suffer with this winter weather unless we make a bright fire for them." "They may have all my cones," said the Pine more softly than before.

"Yes, but they would last so short a time; think of it;" said the Oak. Then the Pine fell into a reverie and was silent for a long time; what her thoughts were I cannot

tell you, but her neighbours, the maples and hemlocks, heard her that night singing a more beautiful hymn to the wind and the stars than ever before ; and when morning came, and brought the men with their axes, she beckoned with all her boughs till one of them, though he did not understand her, cried, " Here is a fine tree, let us cut this first of all." —*Ex.*

BETTER WHISTLE THAN WHINE.

As I was taking a walk, I noticed two little boys on their way to school. The smaller one stumbled and fell, and, though not much hurt, he began to whine in a babyish way—not a regular roaring boy-cry, as though he were half killed, but a little cross whine

The older boy took his hand in a kind, fatherly way, and said :

" Oh, never mind, Jimmy ; don't whine ; its a great deal better to whistle." And he began in the merriest way a cheerful boy-whistle.

Jimmy tried to join the whistle. " I can't whistle as nice as you, Charlie," said he, " my lips won't pucker up good."

" Oh, that is because you have not got all the whine out yet," said Charlie. " But you try a minute, and the whistle will drive the whine away."

So he did, and the last I saw or heard of the little fellows they were whistling away as earnestly as though that was the chief end of life.—*Early Dew.*

—Ask your pupils in grammar to copy the following sentences, filling the blanks with some form of *lie* or *lay.*

1. The cat is——on a mat.
2. Please——the book on the table and let it——there.
3. Has the horse——here long ?
4. I must——down to rest.
5. These books have——here two days.
6. You——in bed late yesterday morning.
7. I——the pointer on the table yesterday and it——there now.
8. The men were——brick when we passed the house.
9. Will you——on the sofa if I get a pillow ?
10. The doll was——on the porch by the child.

—Do not explain what you pupils already know. Give no muddy explanations to conceal your ignorance. Do not ask pointless questions, or such as can be answered by

"yes" or "no." Wake up their minds by plain, pointed questions that require some mental effort on their part to answer them.

—A READER of the *Teachers' Institute* asks advice on the following points: In a large school, the boys have been in the habit of occasionally putting upon the floor the ends of that kind of matches which crack when lighted or stepped upon. They are not easily seen because they are so small and are placed there for the purpose of causing a disturbance in school-time. It has been practised both by large and small boys.

It is *very* difficult to detect the offenders as they do not hesitate at falsehoods if necessary to clear themselves and all stand by each other.

1. How can the guilty ones be found out "for sure"?

2. How should the large boys and (3) the small boys be dealt with?

To these questions, the *Institute* replied:

This evil must, as the doctors would say, be reached through a general toning up of the system. In schools whose pupils all take a pleasure in their studies and a pride in the order of the classroom, such disturbances do not occur, or are immediately frowned down without the teacher's intervention. But unless you are a born teacher you will never have such a school until you go to work with a will to make yourself a teacher—a real teacher we mean. To do this you will have to master more or less of the scientific side of teaching on the one hand; and on the other you will have to bring yourself into close and friendly relations with your pupils. A sympathetic insight into their thoughts and motives would soon divulge to you that successful teaching always appeals to the interest of the pupils. There are those who have orderly schools without doing any teaching worthy of the name, but you are evidently not successful as an autocrat. Let your first business be to enlist a majority of your pupils (including the ring-leaders of mischief) on the side of law and order for the sake of good work in the school. Then, if nothing offensive is done by you or your allies, the minority will come over. But you must be a good general.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

Current History, for the fourth quarter of 1896, only emphasizes the value of this estimable work of reference. We are still of the opinion that no library that pretends to be modern should be without it. Here we find condensed into a few hundred pages a complete history of the world for the last quarter of the year that has just passed. The November Elections in the United States, the Cuban Revolt, the Venezuelan Treaty, the Manitoba School Settlement are among the important events which are discussed from the point of view of a disinterested and intelligent observer. *Current History* is published in Buffalo, N. Y., at $1.50 per annum.

In the *Atlantic Monthly* for March there is a valuable paper on "The Arbitration Treaty," by John Fisk. In "Mr. Cleveland as President," Professor Woodrow Wilson gives a non-partisan review of Mr. Cleveland's two administrations and estimates his probable place in history. "The Rational Study of the Cassics" is a strong plea for the classics as literature. Blanche Willis Howard, after a silence of some years, tells a delightful little story called after its hero, "Marigold-Michel."

The March issue of the *Ladies' Home Journal* is an excellent number of an excellent periodical. The great personal event described this month is "When Lincoln was first Inaugurated." The editorial contributions, including the various departments, are, as usual, full of interesting information for all kinds of readers.

The *Canadian Magazine* scores another success in the March number. Hon. J. W. Longley contributes an article on "What Shall the Tariff be," in which he inveighs strongly against trusts and special privileges. David Christie Murray continues his series of papers with a chatty discussion of George Meredith and Hall Caine. Still another of our Canadian Universities, that of Manitoba, is graphically described; while there are several exhaustive book-reviews. It is gratifying to learn that the *Canadian* continues to prosper.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, February 24th, 1897.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; George L. Masten, Esq. ; the Reverend Principal Shaw, D.D., LL.D. ; A. Cameron, Esq., M.D. ; the Reverend A. T. Love, B.A. ; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec ; Samuel Finley, Esq. ; H. B. Ames, Esq., B.A. ; Principal W. Peterson, M.A., LL.D. ; E. J. Hemming, Esq., D.C.L., Q.C. ; the Very Reverend Dean Norman, D.D., D.C.L. ; the Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq , LL.D. ; and N. T. Truell, Esq.

The minutes of last meeting were read and confirmed.

The death of Mr. McArthur having been announced by the Chairman, the following resolution was moved by N. T. Truell, Esq., and seconded by the Lord Bishop of Quebec : " The members of the Protestant Committee of the Council of Public Instruction take this opportunity of expressing their sorrow at the decease of Peter McArthur, Esq., a respected member of said Committee, and their sympathy with the family of the deceased in its great affliction."

It was moved by the Lord Bishop of Quebec, seconded by the Reverend A. T. Love, and resolved, " That this Committee desire to express to Dr. Harper, Inspector of Superior Schools, their heartfelt sympathy with him in his sad bereavement by the loss by death of a daughter, as reported in to-day's *Morning Chronicle*." Carried.

Petitions from members of the Congregational Club resident in Montreal, Granby, Sherbrooke, Cowansville and Danville were submitted, asking that the Committee elect the Reverend Professor Warriner, B.D., or Mr. S. P. Leet, B.C.L., to replace the late Mr. McArthur. A letter from W. J. Simpson, Esq., M.P.P., suggesting the name of N. T. Truell, Esq., was also read.

It was then moved by Dr. Hemming, seconded by Dr. Shaw. " That the matter of the election of an associate

member in the place of Mr. McArthur, lately deceased, be deferred to the next session of the Committee." Carried.

A resolution of the Provincial Association of Protestant Teachers, asking that the days of annual meeting of said association be declared holidays in public schools, was read.

It was moved by the Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, and resolved : " That regulation 150 of this Committee be amended by adding the following as 150*a* : The two days upon which the Protestant Teachers' Association of the Province of Quebec holds its annual convention shall be holidays for those teachers who, having notified their respective school boards in writing of their intention at least three clear days in advance, actually attend such convention."

A letter from the Reverend Principal Adams, concerning students in pedagogy, was considered.

Moved by Dr. Robins, seconded by His Lordship the Bishop of Quebec : " That teaching for forty half days in Bishop's College school, in the Lennoxville model school, in the Sherbrooke central school, in Sherbrooke academy or in the St. Francis College, be accepted as the practical preparation for receiving academy diplomas by university graduates, provided that satisfactory certificates of attendance and competence, on a form to be furnished by the mover, be signed by the headmaster of the school concerned."

It was further agreed " that graduates, who have had at least one year's experience in a public school in this province, should be exempt from the forty half days' teaching upon the production of similar certificates, according to a form prepared by Dr. Robins and signed by an inspector of schools."

A letter from Miss Pitcher, of Stanstead, asking that German be made an optional subject in the second and third grades of the academy work, was read and referred to Dr. Peterson and Dr. Robins for report.

A petition from the school board of Aylmer, in relation to the withholding of the superior education grant, was read, and upon motion of Dr. Cameron and the Lord Bishop of Quebec, it was resolved to give the sum of one hundred and fifty dollars for the academy work of last year.

Several letters from Mr. A. S. Walbridge were submitted concerning the grant to Mystic model school. On motion

of the Reverend E. I. Rexford and the Dean of Quebec, the matter was referred to the Department for decision.

Inspector Gilman having reported favorably in regard to Lapêche school, it was agreed that model school papers should be sent to that school in June, with a view to placing it upon the model school list.

Mr. H. A. Connolly, M.A., applied for permission to receive a first class academy diploma after satisfactorily completing his course in pedagogy under Dr. Robins in Bishop's University. Application granted.

The Secretary reported that he had received and deposited the sum of fifteen hundred dollars for the year 1896-97, which had been set aside by the Government for the contingent expenses of the Protestant Committee.

Dr. Robins stated that he had received application from the New Jersey State Board of Education for reciprocal acceptance of diplomas by the New Jersey Normal School and McGill Normal School.

He moved, seconded by Mr. H. B. Ames, that the application be remitted to the Reverend Dr. Shaw and Dr. Robins, with instructions to examine the question and report at the next meeting of the Protestant Committee. Carried.

The report of the sub-committee on text-books was read and adopted.

Moved by the Reverend Mr. Rexford, seconded by Mr. Masten : " That the text-book committee be instructed to consider text-books in English, Latin and Greek, and to report at next meeting of the Committee." Carried.

The special sub-committee appointed to deal with the Educational Book Company submitted its report with a draft of an agreement with said Company.

It was moved by Dr. Robins, seconded by the Reverend Mr. Love : " That the report and accompanying agreements be adopted, provided the following verbal changes be secured :

1st. In paragraph 3 of agreement of December 5th, 1896, the word " authorized " be superseded by the word " recommended."

2nd. In the same paragraph the words be eliminated, " which cannot prejudice," to and including the words " such conditional authorization."

Moved in amendment by Mr. H. B. Ames, seconded by Dr. Cameron : " That the report of the sub-committee be referred back to them with the request that a new agreement be secured in place thereof with certain alterations and elisions as per amended copy herewith attached."

Moved as a sub-amendment by the Reverend Elson I. Rexford, seconded by Mr. Truell : " That the agreement be considered clause by clause."

The amendments having both been put and lost, the main motion was carried on division.

The agreement in its amended form is as follows : It is agreed. 1st. That of the Canadian Readers published by the said Company, Nos. 2 and 3 being deeme dsatisfactory except so far as some minor points in systems of spelling and punctuation are concerned shall, if otherwise approved by the said representatives, be supplied to the trade in the Province of Quebec within fifteen days of notice given by said representatives, and that No. 4, modified as required by the text-book committee, shall be placed upon the market during the first week of January, 1897.

2nd. With regard to superseding the old edition of the Readers with the new, this shall proceed as rapidly as possible by correspondence with the trade and also by a requisite number of supplements being sent free to the schools of the Province.

3rd. With reference to Gage's System of Vertical Writing, the representatives of the Protestant Committee find that the series of copy books in said system were unconditionally recommended by the Protestant Committee at its meeting in September, 1895. Requirements were made of further change in November, 1895. These exactions the Book Company has largely met.

In view of these facts the approval of the Lieutenant-Governor in council, should be secured, and the authorization of the series of copy books should be communicated by the Secretary to all persons concerned.

In view of the foregoing declaration and agreement, the Educational Book Company abandons its proceedings at law against certain members of the text-book committee, recently instituted.

Moved by Mr N. T. Truell, seconded by Mr. H. B. Ames, " that the special committee be requested to call the atten-

tion of the Educational Book Company to the terms of their original offer of 12th February, 1895, with the view of securing a free exchange of new books for old, as therein promised." Carried.

The sub-committee on professional training submitted its report, and was continued.

The sub-committee on legislation reported that the revision of the school-law had been completed as far as the pension act, but that the work had been conducted in French, and that the Secretary's notes of proposed amendments were likewise in French.

It was moved by the Reverend Dr. Shaw, seconded by Mr. S. Finley, " That the report be adopted, and that we respectfully request that the Government place copies of the amendments to the Code in English in the hands of the members of this Committee, as necessary in the interest of the English-speaking people of the Province, to a proper dealing with the matters involved." Carried.

Resolved, " That article 40 of the regulations of the Protestant Committee be amended by inserting the words : " The McGill Normal School or by " before the word " extra-provincial " in the second line of the article ; and by inserting the words " or a higher diploma " after the word " examiner " in the third line of the article, and by inserting the words " Normal School or " before the word " extra-provincial " in the fifth line of the said 40th article ; and also by inserting the words " Normal School or " before the words " extra-provincial diploma " in paragraph (a).

Dr. Shaw prepared and submitted the following report :

The Protestant members of the Council of Public Instruction report to this Committee that a meeting of the Council of Public Instruction was held yesterday, at which a communication was submitted from the Government stating that from a special grant recently made by the Legislature of $50,000 in aid of elementary schools, $3,000 are applied to the pension fund, $14,000 are awarded as bonuses to teachers, and $10,000 are added to the poor municipality fund for the current year. The Council resolved that the latter two amounts be divided between the two Committees, Roman Catholic and Protestant, according to the respective populations at the last census. The report was received.

Financial Statement Protestant Committee.

Receipts.

1896.		
Nov. 29th.	Balance on hand	$3,048 35
1897.		
Jan. 11th.	Government grant for contingencies	1,500 00
		$4,548 35

Expenditure.

1896.		
Dec. 1st.	Inspector of superior schools, salary and travelling expenses	$ 325 00
	Secretary's salary for quarter	62 50
1897		
Feb. 26th.	Cash on hand as per bank book	4,160 85
		$4,548 35
Feb. 26th.	Contingent debit balance to date	$ 904 69

Special Account, 55-56 *Vict.*, *c.* 61.

1897.		
Jan. 7th.	From Treasurer City of Montreal	$1,000 00

Contra.

Feb. 3rd.	Principal Robins for Normal School	$1,000 00

Moved by the Reverend Dr. Shaw, seconded by the Reverend Mr. Love: "That a special committee, consisting of Messrs. Ames, Kneeland and Truell, be appointed to prepare a scheme for the distribution of that portion of the special grant of $14,000 which falls to this Committee, said sum to be presently received from the Government for the purpose of improving the condition of elementary school teachers." Carried.

The rough minutes having been read, it was agreed to hold the next meeting on the 21st day of May, or earlier on the call of the Chairman.

Geo. W. Parmelee,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 31st December last (1896), to make the following appointments, to wit:

School Commissioners.

County of Brome, Bolton East:—Mr. Horace Stewart Greene, to replace Mr. Edgard A. Wedge, absent.

County of Gaspé, Clorydorme:—The Rev. Mr. G. W. Frève, to replace Rev. Mr. E. Dufour, absent.

9th January, 1897.—To appoint Mr. Zéphirin Charette school commissioner for the municipality of Sainte Agathe des Monts, county of Terrebonne, to replace the Rev. Mr. S. A. Moreau, absent.

30th January.—To appoint Mr. Noël Lebœuf, school commissioner for the municipality of Sainte Philomène de Fortierville, county of Lotbinière, to replace Mr. Evangéliste Lebœuf, absent.

3rd February.—To appoint Mr. Ignace Sirois, school commissioner for the municipality of the parish of Saint André, county of Kamouraska, to replace Mr. Pierre Caron, absent.

5th February.—To appoint the Reverend T. B. Jeakins, school commissioner for the school municipality of the village of Huntingdon, county of Huntingdon, to replace the Reverend Dr. Muir, who has resigned.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

THE DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 10th March, 1897.

The next examination of candidates for teachers' diplomas will open Tuesday, 29th of June next, at 9 a.m.

The local centres, deputy-examiners and places of meeting are as follows :

Local Centres.	Deputy-Examiners.	Place of Meetings.
1. Aylmer	Inspector Gilman	Academy.
2. Cowansville	Inspector Taylor.	Academy.
3. Gaspé Village	Rev. J. P. Richmond.	Schoolroom.
4. Huntingdon.	Inspector McGregor.	Academy.
5. Inverness	Inspector Parker	Academy.
6. Lachute	G. F. Calder	Academy.
7. Montreal	I. Gammell	High School.
8. New Carlisle	W. M. Sheppard	Court House.
9. Quebec		High School.
10. Richmond	Inspector Hewton	St. Francis College.
11. Shawville	Rev. W. H. Naylor	Academy,
12. Sherbrooke	Rev. Wm. Shearer	Academy.
13. Stanstead	Inspector Thompson	Wesleyan College.
14. Waterloo	Rev. J. Garland.	Academy.

Candidates for elementary and model school diplomas may present themselves at any of these centres, but candidates for academy diplomas are required to present themselves at Montreal, Quebec, or Sherbrooke. They are required to make application for admission to examination to the Secretary of the Board (Geo. W. Parmelee, Quebec.) *on or before the first of June next.* The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But, as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their application *before the first of June.*

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 14th of June.*

The applications of the candidates should be in the following form :

I.....(*a*).....residing at.....(*b*).....county of.....(*c*)..... professing the.....(*d*).....faith, have the honor to inform you that I intend to present myself at.....(*e*).....for the examination for.....(*f*).....diploma in June next. I enclose herewith (1) A certificate that I was born at.....county of.....the.....day of..... 18....(2) A certificate of moral character according to the authorized form. (3) The sum of.....dollars for examination fees.

(*Signature*).....

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form : In the space marked (*a*) the candidate's name should be written legibly and in full ; much trouble and confusion is caused by neglect of this simple point—some candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked* (*a*) *the true name in full, just as it appears in the certificate of baptism or birth, and in any subsequent correspondence give the same name in full, as your signature.*

In the spaces marked (*b*) (*c*) give the post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the spaces marked (*d*) insert " Protestant " or " Roman Catholic ; " at (*e*) insert the local centre ; at (*f*) the grade of diploma.

Three things are to be enclosed with the application :—

(1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient unless you have already sent a certificate when applying for another diploma. In such a case refer to the year in which the certificate was sent, or mention the date of your diploma. An extract from the register of baptism, or, when this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1897 are eligible for examination in June next. *Candidates under age are not admitted to examination.*

(2) A certificate of moral character, according to the following form, must accompany the application : " This is to certify that I, the undersigned, have personally known and had opportunity of observing.....(*Give name of candidate in full*).....for the.....last past ; that during all such time *his* life and conduct have been without reproach ; and I affirm that I believe *him* to be an upright, conscientious and strictly sober *man*.

(*Signatures*).....(*Signature*).....
..... of the.....congregation
..... at.....to which the candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays occur in the preparation of these certificates of age and moral character, intending candidates should get these certificates at once, in order that they may be in a position to make application at the appointed time.

(3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application. Those who failed last year to receive any diploma are exempt from fees this year, but must send the usual application and certificate of character. Those who received a third class elementary diploma are not exempt.

Upon receipt of the application with certificates and fees, the Secretary will mail a card of admission to the examination to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory ; but, in order to be eligible for a first class diploma, candidates must pass in these subjects.

Those candidates who received third-class diplomas last year with the right to receive second-class diplomas after re-examination in one or two subjects, must give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Any candidate who wishes exemptions on account of his actual or prospective standing in the A. A. examinations should, if possible, give at the end of his application the number under which he wrote. If exemptions are not asked for they cannot be given. A certified list of exemptions will be sent to each deputy examiner, and, if the results of the A. A. examinations are received in time, to each

candidate who is entitled to exemptions. See regulation 41 in the new edition of the Manual of School Law.

Send fees by post office order if possible. When several candidates can conveniently do so, they should send their fees in one order, and the applications, &c. in one envelope, for the sake of safety and economy.

Optional papers will be set in French, so that candidates may take either the French prescribed in the syllabus or that taken in grade one academy for elementary diploma, or in grade two academy for model school diploma. In the literature for academy diploma either "Julius Caesar" or "Richard the Second" will be accepted.

The diplomas granted in 1897 are subject to the following conditions :

(*a*) Third class diplomas are valid for one year only.

(*b*) Second class elementary diplomas do not lapse, and are good for any elementary school.

(*c*) A second class elementary, model school, or academy diploma does not qualify the holder to take charge of a department of the corresponding grade in a superior school.

(*d*) The holder may act as assistant, or may take charge of a department lower than the grade of his diploma.

(*e*) First class diplomas are granted only after attendance at McGill Normal School, or after successful teaching as provided in regulations 37 and 56.

The following are the subjects and the order of the examination for the three grades of diplomas :—

	Elementary.	Model.	Academy.
Tuesday, 9-12.	Reading, Writing, Dictation ; Arithmetic.	Reading, Writing, Dictation ; Arithmetic.	Reading, Writing, Dictation ; Arithmetic.
Tuesday, 2-5.	Grammar and Composition ; Literature.	Grammar and Composition ; Literature.	Grammar and Composition ; Literature.
Wednesday, 9-12.	History, Scripture and Canadian ; Geography.	History, Scripture and English ; Geography.	History, Scripture and English ; Geography.
Wednesday, 2-5.	Drawing ; Art of teaching.	Drawing ; Art of teaching.	Drawing ; Art of teaching.
Thursday, 9-12.	Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping, Physiology and Hygiene ; School Law.

	Elementary.	Model.	Academy.
Thursday, 2-5.	Algebra ; Geometry.	Algebra ; Geometry.	Algebra ; Geometry.
Friday, 9-12.	French.	French ; Botany.	French ; Botany.
Friday, 2-5.		Latin.	Latin ; Roman History.
Saturday, 9-12.			Grecian History ; Greek.
Saturday, 2-3½.			Trigonometry.

Candidates should examine carefully the syllabus of examination, copies of which may be obtained from the Secretary.

THE

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Articles: Original and Selected.

THE TEACHING OF BOTANY IN PUBLIC SCHOOLS.*

By Miss C. M. Derick, M.A.

While the study of literature, which brings children into intimate relations with the great minds of all ages, must occupy the first place in a school curriculum, much time should be devoted to the study of "Nature's infinite book of secrecy." Satisfactory as it may be to know the population of the cities of the Dominion of Canada, and to understand the meaning of $\sqrt{x}$, it is better to know living nature, to take an intelligent and sympathetic interest in animals and plants, and to find even in "a swamp a divine sanctuary." Of the many sub-divisions of nature-study, none is more easily taught than botany. Subjects for discussion are always available, and there is little difficulty in obtaining fresh material. It is easy to visit the homes of plants, to study their habits, their modifications, and their adaptations to environment. Specimens for purposes of comparison are readily preserved, and occupy but little space. Simple experiments, which may be performed in an ordinary school-room, illustrate the most interesting facts in regard to the life-history of plants and, though a compound microscope is useful for demonstrations, no apparatus except a pocket-lens is necessary.

* A synopsis of an address delivered at the last Convention of the Teachers' Association of the Province of Quebec.

In some high-schools, ambitious courses in biology are undertaken, and pupils, who have not learned to use their eyes in the discovery of the hidden things of nature, have the technical difficulties of complicated instruments added to natural difficulties, which they too often fail to overcome. Under such circumstances, the tendency is to regard plants and animals as dead mechanisms, illustrating a certain number of dry facts. The lack of apparatus is, therefore, a safe-guard, necessitating work upon the living material and in the field. Thus, while the ability to observe, compare, classify and generalize will be developed, a greater breadth of vision, a natural interest in life itself, and a reverence for the divine, as seen in plants and lower animals, will be secured. But familiar generalities are not needful, and it will be better to consider without delay the work required for the A. A. certificate.

Though not an ideal text-book, Spotton's Botany is elementary and requires less than those used elsewhere. The difficulties with which teachers have met in using it are probably due to the short time devoted to the subject, and to a close adherence to the order in which it is presented by Spotton, an order neither the most natural nor the one best adapted to the school year. If the book were used for reference only, a pleasing variety could be given to the teaching, and results better from every point of view would be obtained. In an ideal school, nature-studies would be taught in every grade by means of object-lessons. The vital phases of plants having been first considered, a discussion of the parts, a comparison of forms, and an arrangement into groups according to likeness and difference would naturally follow. But, pre-supposing no such training, a profitable course extending over the final two years of a child's school-life may be obtained. A good introduction to the subject is the discussion of leaves. Their form, veining, arrangement, modifications, the autumnal change of colour and the fall of the leaf always prove most interesting topics. Buds, whose coatings are modified leaves, may be considered next. Types of branching, the modifications of branches, and macroscopic distinctions between exogenous and endogenous items may also be noticed. The remaining vegetative organ, the root, is a very good subject for winter lessons. Beans and corn, which are easily germinated, may be used to show the differences between primary and se-

condary root-systems, and the stores of vegetables in any cellar always furnish specimens of modifications for the storage of food, and illustrate the distinctions between underground stems and roots.

The main facts in regard to the vegetative organ of the plant having been acquired, the approach of spring with its wilderness of easily-studied flowers affords abundant opportunity for the discussion of most interesting topics, such as the parts of the flower, the fact that all are modified leaves, the functions of each floral organ, and the purpose of bright colours and sweet odours. Methods of collecting, preserving and naming plants may now be demonstrated. From the first, however, children must be taught that the mere gathering and naming of plants is the least important part of the work. Plants should be known as friends, their characters and habits as well as their names being carefully studied. Pupils should be encouraged to take careful note of every interesting observation, to record the hours of the opening and closing of flowers, the first and last appearance of each species, the colours which predominate at various seasons, and the habitat of every plant examined. Such points as well as influences of soil, and exposure, the effect of cultivation upon species, and the distribution of plants may be best taught during excursions which every teacher should make with her classes. Superstitions, legends, popular names, the derivation of scientific names with the history and biography involved, and the economic uses of plants greatly add to the interest of the lessons. The study of botany may thus be made a pleasure and inspiration, and not the mere memorizing of a mass of dry technicalities.

A pupil, who has received such a preliminary training, will find it no hardship to make an herborium during the summer holidays, but will take an unceasing delight in searching for forms new to him. Each wayside weed will enact for him an ever-fresh drama, his own home will supply an unending series of surprises, and romances well worth the reading will be found at every turn. The autumn will bring back to school enthusiastic botanists with larger collections than required, and with minds and note-books full of unanswered questions.

The work of the second year may begin with the study of the somewhat difficult families represented in an autumn

flora. Fascinating talks about the fertilization of flowers by insects, the modifications and adaptations of the floral organs, as illustrated by late Seguminosæ and Orchidaceæ, may be followed by a careful study of the Compositæ, which teach that union is strength and exhibit the extreme development of the dicotyledonous type. Then fruits and seeds, their structural differences, the use of floats, hairs, and of bright, fleshy exteriors, may be discussed, and the fact that in some cases seeds in others fruits are furnished with appendages for scattering them and increasing the range of species, should be noticed. At every point, nature's wonderful interrelations, which give children a vision of the mutual dependence of all things, are impressive, and supply both intellectual exercise and valuable moral training.

The knowledge of the Spermaphytes being now sufficient to justify the consideration of the lower groups, the Pteridophytes and Bryophytes may be discussed. The more important characteristics of equisetums, lycopodiums, ferns and mosses may be demonstrated by means of material pressed or preserved in alcohol. Though the study of the thallophytes is more difficult, preserved specimens of algæ and fungi may be used to illustrate the chief features of these groups. The alga, taken as a type in Spotton's Botany, is badly chosen. Chara is an aberrant form, the systematic position of which is in doubt. It would be better, therefore, to select a fucus or similar sea-weed for the lesson upon algæ. In all the lower groups, there is much that cannot be observed without more time and apparatus than most teachers have at their disposal, but clear descriptions, illustrated by black-board drawings, will teach the facts necessary to a harmonious view of the plant world. Only ideas which have a parallel in the observed being advanced, nothing but good can result from such lessons.

In regard to detailed study of plant tissues, some facts may be demonstrated without apparatus, and will add to the interest of the work. As a rule, it is better to leave both histological and physiological questions until the end of the second year, when a review of the morphological work is undertaken. Then, when introduced in their proper connections, they will add freshness to that which would otherwise prove a dry resumé. A few examples of simple illustrations and experiments may be given. Cross-sections of any exogenous tree will show annual rings of

growth, the presence of medullary rays, and distinctions between bark, wood, and pith. The ease with which the bark separates from the wood in the spring will serve to demonstrate the presence of the delicate cambium layer. Longitudinal sections will show the continuity between the bundles of the main stem and its branches. The nature of cork, and its presence in the bark of plants such as the lilac and birch may be pointed out. The shells of nuts may be used to illustrate the hard, resistive character of sclerenchyma tissue, and broken dandelion stems will reveal the presence of latex. The delicate sponge-tissue of leaves having been removed by maceration, it may be easily shown that the firm veins are continuous with the fibro-vascular bundles of petioles and of stems. Such lessons, supplemented by drawings and, if possible, by microscopic demonstrations would teach the most essential truths in regard to plants, tissues and their distribution. D. T. Macdougall's Physiology of Plants would be an inexpensive and suggestive guide to teachers when demonstrating the life-processes of plants. One or two experiments described in the book may serve as examples. That roots are able not only to absorb liquid food but to dissolve some solids may be proved by fixing a highly polished piece of marble in the bottom of a flower-pot, in which a plant is then grown. The roots, having come into contact with the marble, will apply themselves to its surface, and subsequent examination will show that the marble has become corroded where the roots were in contact with it. That starch is formed in leaves during the day, is converted into a soluble carbohydrate and is conveyed to other parts of the plant during the night, is easily demonstrated. Having first shown that ordinary starch, treated with aqueous iodine, becomes blue, a leaf which was gathered in the afternoon, if boiled slightly, bleached in alcohol, then stained with iodine, will turn blue, while another, gathered in the early morning and similarly treated, will be untinged with blue. That plants breathe and, like animals, give off carbon-dioxide may be proved by placing a plant with a small dish of lime-water under a bell-jar at night; in the morning, it will be found that the lime-water has become milky, owing to the formation of carbonate of lime.

It would be easy to enumerate many other simple experi-

ments showing the plant in its most interesting aspect, that of a living organism, which assimilates food, breathes, sleeps, moves, and responds to irritation. Combined with ideas of reproduction, adaptations, and environment, such lessons cannot fail to give children a grasp of the subject, which will not only enable them to pass examinations most satisfactorily, but will give them increased breadth of view, a taste for research, a resource in loneliness, and a delight and recreation throughout life.

N. B.—Preserved material for class-work may be obtained at a trifling cost from the Cambridge Botanical Supply Co., Cambridge, Mass., or from the Marine Biological Laboratory, Wood's Holl, Mass.

Editorial Notes and Comments.

"DOES the pessimist speak true?" asks the *School Journal*, and having put the question, proceeds to give this answer: The nine tailors (pedagogic) who speak as "we the people," assuming that the school body is all in train with the intense thought they are leading, make a mistake of simply absurd proportions in their estimate of general pedagogic progress. They find listeners and think, "Interest is aroused. There is life, there must be growth." Statistics, however, could they be collated, would show that teachers go to professional gatherings from many motives not at all partaking of that yearning for guiding truth with which they are credited by the orators whom their presence flatters. Some are commanded by their superior school officers to attend. Others fear the tide of competition and hope to catch some straw to stem it by. Others see lucrative positions ahead and feel that they must be known as stirring teachers if they would serve their ambitions. Others feel themselves afloat and rudderless upon the uncertain sea of pedagogic theory, and hope to catch something to steer by until they can begin to see principles. We hardly dare give our estimate of the proportion of teachers who are actually working by principle, and measuring and weighing all sides in discussion in its clear light. Pessimistic and plainspoken as this may sound, we speak from evidence. We have only to go through our exchanges to gather fresh abundance of it day by day. Just as the newspapers reflect the public average of morality and taste, do the educational papers reflect the professional status of the average teacher, and in the same sheet that

prints the thought of educational leaders we find practical exercises given that are not only as much at variance with that thought as any school work can be, but actual resuscitations of practice these leaders apparently think long obsolete—correction of false syntax, etc. These papers are supported ; and we do not hesitate to say that they are supported by teachers who take them for their " practical " pages and who seldom read the philosophical articles. Gentlemen, let us face the truth.

—In an article on the " Co-operation of School and Home," which appeared in a recent number of the *School Journal*, the State Superintendent of Iowa says:—This is one of the questions which ought to be laid open before the people: What is the result of employing an incompetent teacher ? It is more than a waste of money—it is robbing the child of its youth. It is despoiling him of those advantages which alone can fit him for his life-work. Carelessness in all his habits, want of thrift, want of energy, want of any high ideal or noble purpose, more even than want of knowledge, fits the person to drift over quicksands and shoals until he wrecks his life and lands in the poorhouse or jail. More than this, add the teacher who has no high moral standard of his own towards which he endeavours to lift the school under his care, and God's pity be upon the children. These are the things which we ought to say continually, persistently and with godly earnestness to the people of this state. We are told that the teacher makes the school. In a broader sense the people make the teacher. A teacher writes me of the necessity of heart to heart talks between the teacher and pupils. I grant it all. A teacher whose heart never goes out in sympathy to the hearts of her pupils is shorn of one of the greatest sources of power. But why stop with the pupils ? A member of a legislative committee once said to me, " You look at this only from the teacher's standpoint." I replied, " I look at it from the standpoint of the children in our schools." Heart to heart talks with parents, not from your standpoint, but from the standpoint of the child, would create a revolution in almost any district in the state. The heart of the teacher should go out to everyone interested in his school, as the heart of a lover goes out to the heart of his beloved. We must enlist the press, the platform, and the pulpit. Every platform should speak; every

press should warn; every pulpit should remonstrate in the name of God and humanity against the prevailing indifference of parents to the welfare of their children. For I am forced to say to all who hear me that, although we put in every schoolhouse a teacher of spotless character, of the highest attainments, as long as parents allow their children to run the streets at night, to associate with the low, the lewd, and the vicious; as long as they encourage insubordination and disregard of law; as long as the cigarette and dime novel flourish in our midst, the grave of the drunkard will not be unfilled, the jails and the prisons will not lack for inmates, and the den of the harlot will not lack recruits.

Here is a truth not appreciated. Unless the teacher, through his teaching, can enter into the inner life of the child, and through that into the life of the entire community, his work is not half done. We as teachers do not sufficiently respect ourselves as teachers, nor do we magnify our work as we ought. The political candidate has learned the secret of going where the people are. The schoolmaster can take a lesson from the politician. From this time on every educational gathering in the state should have on its programme some exercises calculated to interest and instruct the public. Teachers should leave no stone unturned to induce the attendance of parents. Mothers should be encouraged to visit the shools, to inspect all the surroundings, to study the moral atmosphere which pervades them, and then, in their gatherings, talk of what they know is, and what they feel ought to be the condition of the schools. The day for plain talking is at hand. The exigencies of the times demand it. All over the state are school grounds, bare, dreary, and desolate, without a tree to shelter the children from the winter's blast or the summer's sun; school-houses ill-ventilated, unattractive and repulsive; outhouses with doors off the hinges, clapboards off the sides, defiled and defaced, a disgrace to a civilized community; teachers working for a mere pittance, with no adequate conception of the true nature of their work, charged with training the future citizens of the republic. O, women of the state, O, mothers of a coming race, remember that

> "The child's sob in the silence curses deeper
> Than the strong man in his wrath."

Would you work for God, would you work for Christ, would you work for your country, would you work for humanity ? God in His wonderful providence has brought His work and laid it down at your very doors ; it is in your home ; it is in your family ; it is in the school which your child attends.

—THE following interesting information concerning the pensions of teachers in the various European states, is taken from the annual report of Commissioner Harris. " All the twenty-six states that form the German Empire pay pensions, both to teachers and their widows and orphans. A teachers' union in Great Britain, in the form of a mutual aid society, pays annuities to disabled teachers. In Austria the pension schemes vary in different parts of the empire. One example will suffice : The teachers pay annually two per cent. of their salaries, and the first tenth of the first year's salary, as well as the first tenth of every increase. The remainder of the fund is supplied by the state and the communities, Sweden, Norway, and Denmark, and also most of the cantons of Switzerland have recognized the advisability of removing worn-out teachers. In Russia the teachers in the town schools may also look forward to receiving a pension. Holland has had a state scheme for pensioning teachers since the year 1878, and teachers can claim retirement with a pension, if incapacitated, after ten years of service, or for old age at 65. In Belgium the fund is formed in this way : Two-fifths are paid by the community, two-fifths by the state, one-fifth by the province, and nothing by the teacher. The pension may reach $1,000 a year. In France the salaries of teachers are paid subject to a deduction of five per cent, plus one-twelfth of the first year's salary, plus one-twelfth of each increase for the first year of such increase. This second form of deduction is productive of great evil. The pension is payable after thirty years of service, the other factor being incapacity or 60 years of age. The amount of pension depends upon the years of service. In Greece teachers contribute five per cent. on the salaries, and the state finds the remainder, in order to superannuate teachers after twenty-one years of service, regardless of age. In Portugal provisions are made for pensioning those engaged in education."

—ACCORDING to the *Central School Journal*, one of the most valuable lessons the school can teach is self-control, a

command of the temper. No teacher can hope for success without the control of temper that will enable him to keep his head under the numerous provocations of school life. We know a teacher who, when an angry pupil comes before him for reproof, says: "You are not fit to talk to now about this matter, you are angry, and an angry pupil has not his usual sense. Go out, sit down, get your temper back, and then come to me and we can adjust this difficulty in a little while." This advice applies to the teacher as well as to the pupil. An angry teacher is not in condition to pass just judgment upon a case, and if he acts while in a passion, he is almost sure to have cause to regret his haste. An exhibition of passion on the part of the teacher injures him in the estimation of the school, and weakens his authority. Punishment administered in a fit of anger is subversive of the ends for which it is given, and fails to carry with it the moral support of the school. The pupil feels that if he can only avoid the teacher until his anger is gone, he will escape punishment. Under no circumstances should a teacher allow himself to fly into a passion in the school-room, and in case he finds his temper rising to an unseemly height, he should dismiss the matter in hand until he is again master of himself.

—THE teacher who underbids his fellow-applicant for a position, in order thereby to obtain it, has been referred to by the RECORD before now in no unmeasured terms. Speaking of a somewhat similar line of action, in connection with the election of a school commissioner, the Michigan *School Moderator* says: "A candidate for school commissioner in one of the counties of the state offers to knock off $400 from his salary if elected. Why, isn't that an attempt at wholesale bribery? Is it not offering the county $400 as an inducement to elect him? If he offered 400 men one dollar each to vote for him would it be more clearly using money to secure his election?"

Current Events.

—AT the last meeting of the council and trustees of Bishop's College, a motion, expressing regret for and sympathy with the friends of the late A. D. Nicolls, was, on motion of Dr. Heneker, placed on the minutes. A letter was read from the Rev. G. Nicolls, intimating that a legacy of $3,000 free of income duty, had been left by the late

Bursar to the College for the creation of a scholarship to be known as the Jasper Nicolls Scholarship. Mr. Hamilton, chairman of the Board of Trustees, stated that no formal balance sheet would be presented at this meeting. In view of the illness of the late bursar, things were not quite in shape to present a formal balance sheet. He might say, however, that the result of the year's operations would show a credit balance in the working of the college and school of probably about $500. He also made allusion to the satisfactory position of both college and school. The question of the affiliation of Bishop's with Cambridge and Oxford was discussed. The Principal's report stated that the buildings were more than full, the attendance in the college being sixty students, with eighty-five pupils in the school. Lectures had been delivered since January 23rd by Dr. Robins on the art of teaching, and negotiations were going on with the Protestant Committee of the Council of Public Instruction, looking to the placing of the university with one or two other similar institutions in the position of normal schools for the preparation of teachers. Special attention was also drawn to the efficiency of the French instruction as given in the school and college by Prof. Leray, and it was stated that so much impressed had Mr. Robins been by the methods adopted by that gentleman in teaching French, that an invitation had been extended to him to deliver a model lesson before the Teachers' Association. Votes of thanks were accorded to Dr. Robins for the valuable lectures he has given during the last session.

—The mothers' meeting, held in the Riverside School, Montreal, last month, was very successful, mothers of the kindergarten children being present. The director and assistants of the kindergarten department received the mothers. These meetings will be held at frequent intervals, their object being to bring about better relations and a mutual understanding between the teachers and mothers, and to get the mothers to pursue the same line in the home training of the children as is in vogue in the kindergarten. The meeting referred to was largely attended and was entirely informal in character. It was opened with a short address by Principal Kneeland. Then the Rev. W. Johnson, of Lodi, New Jersey, gave a very interesting talk to the mothers on the home training of the child. A pleasant and home-like talk ensued, intermingled with music and sing-

ing. At five o'clock all adjourned to the kindergarten classroom, which was prettily decorated with flags made by the little children. Here the Rev. W. R. Cruikshanks made an interesting and instructive speech. He impressed upon mothers that there was only one way to bring up their children rightly, and that was by placing 'Love' before all other things. Children were not mere things, but God's greatest creation—a soul and the repository of infinite possibilities. Scold a child and you violate the law of its being. Love must be a mother's first and ever present thought and love must show in all words and deeds.

—THE effort of the leaders of elementary education in Chicago to inaugurate a system of outdoor study to supplement the work of the school-room will be watched with interest by all who realize that in mere book study the public school is not accomplishing all that the child needs, either for his spiritual development and culture or to fit him for the pressure and competition into which he must plunge as a bread-winner.

—IT is becoming difficult now-a-days to find anything connected with our daily life and conversation that is not fraught with some danger, if not to life itself, at least to health. The many simpler appliances that have been in use in the school-room from time almost immemorial could not hope to escape the general condemnation, and we should not be surprised when we learn that it is proposed—at least by the authorities of Walden, N. Y.—to do away with the use of blackboards in the public schools. The reason given for abolishing blackboards is, according to an exchange, that they are injurious to the eyesight of the children.

—THE legislature of the State of Indiana has passed a compulsory education bill, with the small maximum of twelve weeks' required schooling annually for children between the ages of eight and fourteen.

—THE news comes from Chicago that Dr. William R. Harper has presented a plan which provides for the establishment of a college to train the teachers of Chicago how to teach. The proposition has been well received by the committee on the normal school, and will be urged upon the early attention of the whole board. If Dr. Harper's plan is carried out, teachers training for the primary department will receive the first attention, as it is here the most

serious lack is felt. Nearly 70 per cent. of all the pupils in the public schools are in the primary grades.

—THOSE who advocate the higher education of woman will be interested to know that, according to this year's report of the thirty one students of Radcliffe College who received the degree of A.B., twenty-three took it with distinction—a fact which President Eliot considers worthy of comment. He remarks that since the examinations for Harvard and Radcliffe are precisely the same, the proportion of distinguished students was much larger in the latter than in the former.

—FROM one of the educational journals, it would seem that the school teachers of England fear that the educational department will admit to employment in the elementary schools of Great Britain teachers holding the certificate issued by the Irish Education Board. They argue that this would lower the standard of the schools and increase the opportunities for theological discussions, as the Irish teachers are largely Catholics. The ordinary salary of teachers in Ireland is about $200 less than that of the English teacher of corresponding grade, and this leads many to believe that a considerable immigration may be expected.

—THERE is reason to believe that the sixtieth year of Queen Victoria's reign is to be made memorable by the establishment in London of a great teaching university. The London University has existed since 1836, but its function has always been limited to the examination of candidates and the conferring of degrees. This restriction has made it an imperial rather than a local or metropolitan institution. Its examinations have, indeed, been characterized by thoroughness and fairness, and have commanded the confidence of teachers and students in all parts of the United Kingdom. Still, the feeling has been growing among scholars that London should have an organized university of its own, which should furnish help and guidance in other ways than by examinations, and for some twelve years a movement has been going on to make London a great seat of learning.

—THE position of women teachers in the German elementary schools seems at last to be slowly improving. For many generations women were excluded from the means of training which the State provided for male teachers.

Thus, in spite of the early promise of a different development, they dropped out of their natural place in the primary school after the Thirty Years' War. And each advance in the training of men teachers made it more difficult for women, deprived of like opportunities, to compete with them. The result has been that a large body of professional opinion holds a contemptuous estimate of the teaching powers of women. Gradually the prejudice is given way. Germany is coming under the influence of the *Frauenbewegung*. The experience of France, England and America is beginning to tell. The motives of economy hasten the significant social change. But Germany still stands in marked contrast to her chief rivals so far as the employment of women teachers in the public elementary schools is concerned. In England and Wales, in 1895, there were in the public elementary day schools 66,310 women teachers, as against 26,270 men similarly employed. In France, in 1892, there were in the *écoles primaires* 80,311 *institutrices*, as compared with 66,363 *instituteurs*. In the State schools of the United States, in 1893-4, women teachers numbered 263,239, while the total of men teachers was 124,768. But in Prussia (to take that part of Germany alone) the official statistics show that in 1891 there were only 8,439 women as against 62,272 men employed as teachers in the public elementary schools. In 1825, however, there were only 704 women so engaged in the elementary schools of Prussia. In 1861 the total had risen to 1,755. Of recent years the growth has been more rapid, and in 1895 the women teachers numbered 9,309. Berlin alone accounts for 1,200 of these.—*The Journal of Education.*

—In Russia the whole of the education is under the control of the State. Each of the fourteen educational circuits is under the jurisdiction of a curator, who reports in regard to all educational institutions of the circuit to the Minister of Public Instruction, and he in turn to the Czar. The Minister, as the central authority, is aided by a scientific council whose duties include the adjustment of questions appertaining to elementary education. A special division in the Ministry has charge of technical and industrial schools. Connected with the Ministry is a board of examiners to investigate the qualifications of persons desiring to teach who may not be graduates from training schools. Each curator has under him one or more inspec-

tors, while there are special school councils to look after local interests. Parochial schools are under the control of the Holy Synod; private schools are only under State control in so far as they are subject to visits from the district inspectors. Training colleges for elementary teachers are of two grades—higher elementary and lower elementary. Secondary teachers are generally drawn from the universities, though there are numerous private institutions for providing other persons with the necessary training. The board of examiners already referred to grant two teaching diplomas—one for public, the other for private, schools. Salaries vary considerably in the rural districts, but the average salary of the rural teacher throughout Russia is said to be about $70. It should be added, however, that the rural schools are often located in peasants' huts, where the teacher finds free lodging and food. These schools are never closed from about the beginning of September till the end of May, except on Sundays and public holidays. Teachers of urban and district schools (higher-grade elementary) have free lodgings and salaries ranging from $375 to $500. There is throughout a system of State pensions.

—A MEMBER of the London School Board, Mr. Graham Wallas, has been explaining to the Board of Education of Philadelphia, the method of enforcing compulsory education in England. Compulsion begins at five years, and, partly on an age, and partly on an educational basis, continues on an average till children are 12½ years old. In London alone, there were last year 45,000 prosecutions of parents for not sending their children to school. In London there are two boarding truant schools in the northern part of the city, and one in the central, where the magistrates send children who play truant, or are not sent to school by their parents. They are generally kept in the truant school for six weeks, being clothed and fed at the expense of the city. If they play truant again they may be sent back a second, or even a third time. Incorrigible truants are sent to the industrial schools for a term of years. No punishment is allowed in the truant schools; but the aim is to make the children as happy as possible, and to make them manly and womanly. In Liverpool and other cities there are day truant schools. Children are required to be in attendance from 7.30 in the morning to 6 in the evening. They have three substantial meals a day served

to them. If a child does not answer to its name at roll-call a policeman is at once sent for it. Punishment is not permitted, and play is made to take the place of discipline. The instruction is largely manual training.

—AUSTRALIA has five universities, Sidney, Melbourne, Adelaide, Dunedin and Orange, all but the last two empowered to confer degrees. Melbourne, the oldest, has an important technical school attached, a precedent which has been followed by Sidney. In addition to the university libraries, nearly every important town in the colonies has a public circulating library of its own.

—THE privileges of a higher education have up to the present been denied the German women. In June, 1895, the Government Commissioner stated that he was empowered to say that, as far as the Government was concerned, nothing would be put in the way of the admission of women to the study of medicine, and if they possessed the necessary training and knowledge, of their obtaining the doctor's diploma. Following these utterances several small concessions have been granted ; a gymnasium for girls has been opened in Carlsruhe, one in Berlin and one in Leipzig, and women have been allowed to pass the final gymnasium examination, which, with men, gives the right to study at any German university. The Government has, notwithstanding, steadily refused to allow female students to matriculate, so debarring them from taking any degree. The one privilege allowed them as yet is that they may attend lectures at the university in the invidious position of "guests." Even before this scanty favour can be enjoyed, the following conditions have to be complied with : The Minister of Education has to be satisfied, after an examination of the applicant's diplomas and other papers, that she is competent to follow a university course. The sanction of the rector of the university where she wishes to study must be obtained. She must have the permission of the professor or private tutor of each course of lectures she wishes to follow. This last condition is often the most serious obstacle in the way of the intending woman student, for many professors absolutely refuse to lecture to women. It is related that on one occasion, catching sight of a lady among his auditors, the professor left his chair, walked up to her, and offering her his arm, led her to the door without a word. It is not surprising that in the face

of these difficulties the number of female students at the Berlin University, which in the former semester was sixty, fell in the last half year to thirty-five. Vigorous efforts are at present being made to try and induce the authorities still further to modify the regulations, and it is hoped that before long Germany, which in other respects is making such rapid strides, will allow its women to have equal rights with men to the advantage of higher education.

Literature, Historical Notes, Etc.

MODERN EDUCATION.

Educate ! Educate ! is the cry heard upon all sides in this age of progress and of liberal culture. Educate the masses ! and forthwith we are treated to innumerable delightful theories by which the youth of our day are to be educated in every branch of human knowledge, through the accomplishment of which this age will stand resplendent upon the pages of history There are many remarkable phenomena existent in our day. To one who closely observes the moral and intellectual condition of the young people of the present there appears in them peculiarities not the least remarkable element in modern society. Upon entering the social circle of our youth, one is immediately startled by the entire absence of the diffidence and timidity which marked former periods, and with rare exception encounters that absolute self-possession which not unfrequently amounts to self-assurance—afraid of nothing, astonished at nothing, equal to any question however abstruse, they do not hesitate to discuss theological and literary points which have shaken the sages of centuries, and flippantly dismiss them as quite too passé to ruffle the assurance of these nineteenth century educated youths. Morals and politics (if we dare associate the two) claim a share of their shallow consideration, in arguments which make painfully apparent their extreme youth. In olden times instinctive homage was paid to moral and intellectual greatness, but in the present, we are quite too realistic to bow down in humility before the "book of books," to revere the glories of Shakespeare (who, alas, is Shakespeare no longer), or to humbly quaff from the inexhaustible fountain of literary sweetness embraced in Dante's "Divine Comedy." Absolute freedom from credulity seems to be the boast of the age; our young people no

longer see, feel and enjoy, but judge, compare and criticise. In fact, many seem to have outlived enjoyment, to have been born old! Nothing in art, literature or the drama excites in them the least emotion; they approve, but never wonder; they know all things, and refuse to acknowledge the existence of any such old fashioned hobgoblin as experience. Though we are in a certain sense undoubtedly more educated than formerly, we are assuredly more superficial in all that constitutes true education. By some means the poetic element in the youthful mind which has swayed the world in past generations, making it better and loftier for being able to enjoy the sense of a fuller life in the presence of the sublime in nature, literature and art, is completely obliterated. Undoubtedly home influences plays the major part in the development of the young, but on the other hand, to the baneful influences of the present system of popular education, which crams the mind and leaves the heart untouched, may be traced the woful effects of filling the mind with false ideas of life, liberty and freedom, while forgetting to inculcate the principle that all life is from God, that liberty implies dependence and has its conditions—facts which negative minds too often forget. The youth of our day are taught that they have reached the acme of success and fail to acknowledge the birth of our ideas in past generations. A total want of reverence and disregard for parental authority is fostered by the constantly reiterated assertion that "father and mother may have known something in their day, but we have entirely outgrown them; our educational methods are far in advance of any of their ideas, for this is a progressive age," etc. And so it is, and an age of unrest, also, which manifests itself in the mad race of our young people after what they are pleased to term *fun*. Startling indeed are some of the pastimes which come under this head—indecent dress, vulgar language, promiscuous flirting, etc., all are embraced under this one name, *fun*. Alas! even in the female it often means slang, smoking, and a most deplorable love of adventure, while, on the other hand, among men it would be impossible to limit its significance or to enumerate the frivolities in which our youth spend their substance in the frantic effort to escape the *ennui* which is the "familiar demon of cold imaginations and vacant minds," minds which are crammed with much best left unlearned, while totally untutored in the

laws of life which elevate and sustain the true seeker after knowledge.

It is to be hoped that in this age which boasts its broad liberty and culture, that teachers will learn to define and appreciate the sacredness of their calling, and will instill into their pupils the principles of truth, not forgetting that "liberty wisely understood is but a voluntary obedience to the universal laws of life," that the only ignorance to be deplored is *moral* ignorance, and that culture, rightly understood, means a "study of perfection, an inward condition of the mind and spirit," and that no loftier calling in the world exists that the training of young souls, for "they who instruct others unto justice shall shine as stars for all eternity."—Josephine Donovan, in the *Moderator*.

Practical Hints and Examination Papers.

DICTATION AS A LANGUAGE EXERCISE.

Any kind of training or exercise to be valuable must make the mind work hard. How then may this effective work be done? Instead of mere formal copying of random sentences, dictation exercises should occupy nearly all the time given to written language work in the ward schools as well as in the high school. Such exercises may be conducted thus: The teacher reads a paragraph from one of the reading books used in the school, and from a selection with which the class is already familiar. Now the teacher reads it the second time—a sentence or a piece of a sentence at a time. The pupils having slate and pencil, or pencil and paper, write as the teacher dictates. They have been instructed to use their judgment in regard to capitals, punctuation, quotations and so forth. When the paragraph is thus dictated, then each pupil takes his book and corrects his mistakes from the book. Let this be a part of the language drill each day, and the results will be simply surprising in one year's time. Dictation in the manner indicated involves a great deal in exercising nearly all the child's mental powers. The senses that are brought into play are hearing, sight, the movement of the hand; while attention, observation, memory, imagination, judgment, reason and will are all actively engaged. The hand is trained to keep up with the memory in expressing the

ideas as they flow through the mind, the ear must catch each sound, while the memory keeps them in place ready for use as the fingers jot them down ; the imagination, judgment and reason are all vigorously at work deciding where one sentence begins and another ends, while the will holds the mind to the subject in hand. Such an exercise will be seen, on reflection, to be many-sided. This is not all. The reflex habit engendered is invaluable. Dictation exercises show connected or related sentences, and the careful attention the pupil is obliged to give to this class of work begets in him the very habit that is so necessary to his future progress in written language. To read a class a sentence or a part of a sentence at a time, the writer must think how he will write it, and then the act of comparing his own effort with the work from which the extract was read, forces him into the habit of seeing the logical connection of sentences, and this passes over into the habi- of logical thinking and logical writing. Spelling, punctuation, a taste and feeling for all the elements involved in a good literary composition, without which no good writing is possible, all force themselves into and become a part of the mental fibere of the pupil. Much practice in this kind of composition will give one a correct idea of what good writing is, and thus almost imperceptibly a good style is acquired. This plan is not designed to supersede entirely what is called original compositions, or rather formal language work.

As the child makes progress in writing from dictation, he should try his skill on such topics as lie clearly within his range of knowledge. By this is not meant that the assignment of a topic to a child is to hunt up in books, read himself full and sit down and try to empty upon paper what he has gathered, and call it an original composition. Such a performance is simply a memory effort to reproduce what he has read, or else a poor paraphrasing of the authors he had dipped into. It is evident that little value can be derived from such work.

To show the logical connection of sentences, the teacher may derange the sentences in a paragraph, and have the class pass judgment upon the changes thus made. There is generally an orderly unfolding of the sentence in a paragraph, and to get the pupil to see this point is always a great gain in constructing his own paragraphs. The act of

the judgment in deciding the order in which the sentences shall be marshalled in a paragraph, is a fine art.—*Educational News.*

THE SUCCESSFUL TEACHER.

1. Her manner is bright and animated, so that the children can not fail to catch something of her enthusiam.
2. Her lessons are well planned. Each new step, resting upon a known truth, is carefully presented.
3. Everything is in readiness for the day's work, and she carries out her plans easily and naturally.
4. Old subjects are introduced in ever-varying dresses, and manner and matter of talks are changed *before the children lose interest* in them.
5. She talks only of what is within the children's experience. Her language is suited to her class—being simple in the extreme if she is dealing with young children.
6. When she addresses the whole class she stands where all can see and hear her.
7. She asks for only one thing at a time with slow emphasis, in a low, distinct voice.
8. She controls her children perfectly without effort. Her manner demands respectful obedience. She is serene.
9. She is firm and decided, as well as gentle, patient and just.
10. She is a student—is not satisfied with her present attainment.
11. She is herself an example for the children to follow, holding herself well, thinking correctedly, and being always genuinely sincere.
12. She is a lover of little children, striving to understand child nature.
13. True teaching is to her a consecration. She has entered into "the holy of holies where singleness of purpose, high ideals and self-consecration unite in one strong determining influenee that surrounds her like an atmosphere."—*School Education.*

MANAGEMENT IN THE PLAYGROUND.

If you would control your school with wisdom, you must keep your hand upon the lever—the playground.

This is by no means intended to convey the idea that you must be ever present, like an avenging Nemesis, to watch

for victims of a stern discipline; but that here you will find the key to much that has puzzled, perhaps misled you. In the playground children are more likely to be their true selves than in the schoolroom, with its limitations and restraints, its rules, regulations, and the ever watchful eye of the teacher.

Then, too, the schoolroom carries with it much of its character; and boys and girls will hesitate a long time to say or do there what in the freedom of the playground would be done or said without a thought of legal restraint or any other; so that if you really want to know the children, as you must if you would manage judiciously, you need to see them "at home" in their own place, the playground.

Here, the selfish, rude, profane, disobedient, tyrannical, vulgar, and all disagreeable and immoral traits that are held in check in the schoolroom are displayed, if ever.

And I have no hesitation in saying that if you embrace every opportunity to see your pupils at play you will get some disagreeable surprises as well as some of another nature. You will be surprised at hearing things from lips that you had always thought of as only pure and sweet, and which you know are not a credit to the child's heredity or training; you will see little things done which will give you a clearer insight into the true character of many whom you can now help to a better life, a higher standard; whereas, had you gone on in the old way, merely judging the child by what you see of him in his "Sunday dress" and schoolroom manner, you could not have known just the kind of help that was needed.

Now, how shall you use the knowledge that you have so gained? *Not, at the outset, by preaching to him.* That is worse than wasted effort; and besides, you want to be an ever welcome visitor to the playground—which you will not be if the children once think that you are there as a spy or a detective—although you must improve every opportunity to study your subject, and to *do it by individuals.* Then how utilize the knowledge that you have gained? *First, let it be in your general example and teaching.* Don't call up specific cases for illustration, but emphasize the difference between the qualities that you have discovered and those that you want to find growing among your pupils.

Second, bring all the everyday work that you can to bear upon some characteristic, always being sure that the one

for whom the lesson is intended is present ; but do not, for one minute, let him think that you mean him when you refer to the custom of interlarding conversation with profane, vulgar, or even low-toned remarks ; and if you have a rude or hoydenish girl whom you would see cultivating the milder graces, don't single her out as a target for either your sarcasm (I hope you are not so destitute of remedies as ever to need that—except perhaps in the case of some "smart Alec," upon whom all other things have failed) or for your homily on good breeding ; but show generally, and her incidentally, the difference between real refinement and that which is only an occasional veneer—which like other veneering will crack and fall at a blow.

Third, raise your standards, and level your school up to them by use of their own love for the good, the pure, the true, the beautiful.

Fourth, if general teaching slides off the very ones for whom you are making the special efforts, try private conversations, not necessarily mentioning what you know of the child's private character, but urge him to loftier heights of thought and practice ; stimulate his ambition to be among the first and best, and show that he cannot really do this without care and application, and by filling his mind with what is good there will be little opportunity for the other element to prevail.

And, *finally*, at any expense of time and trouble, get his confidence ; for without this you are working in the dark. —*The New Education.*

Teaching Spelling.—What about spelling ? It is the observance of the arbitrary usage of writers of English as to the arrangement of letters in words. This usage is without reason, so that he who thinks least spells best. Only memory of mechanical symbols is involved in learning to spell. As a separate branch of study and test of culture, spelling has long been an educational fetish. Time was when it occupied a chief place in the programmes of all elementary schools, and yet the spelling of the older generation among us is certainly not above criticism. The children of to-day spell better This fact is undoubtedly due to the very large amount of written work now done in all schools. We must teach spelling. We must teach it systematically and persistently. But it is not taught by putting spelling books into the hands of children and hav-

ing classes stand in rows and take turns in guessing at the spelling of words in which they are not interested. As a school exercise nothing more senseless could be devised. No one ever did learn to spell in this way. No separate text-book in this subject is needed, and none can be used below the upper grammar grades without great injury. It is believed that these opinions are in harmony with the thought and experience, but not the practice, of the educational world.

How shall we teach spelling? Children learn to copy all the words they learn to read during the first months in school. Later they learn to copy into script the printed words in their reading lessons. As a third step, they learn to write lists of well known words and easy sentences from dictation. During the recitation hour, they pronounce over and over the list of words in their readers. With books open, they name the letters in these words. They sound these same words and cultivate accuracy in pronunciation. They write little statements in which they use these familiar words. The teacher calls special attention to difficult, unphonetic words and teaches the children to spell them. As pupils progress, they learn to spell the new words in all lessons. They write much, and learn to consult their dictionaries for the spelling of words. They learn to spell by spelling. The teacher takes little time in examining the pupils, one at a time, in spelling, but much time in actually teaching them to spell.—*Midland Schools.*

The Use of Only.—There is perhaps no English word that offers greater difficulty to writers than the little word "only." Our grammars and rhetorics have addressed themselves assiduously to the task of formulating rules for its use, but with doubtful success. The Standard Dictionary gives half a column to "only." Its remarks are so novel and radical that it cannot be unprofitable to publish the following extracts:

"Rules for the correct use of *only* are chiefly instructive as showing the present impracticability of reducing English usage to rule. In general, any position of *only* that results in ambiguity of reference is of course faulty. Yet in the writings of even the best authors the word may be found in every possible position with reference to the words it is meant to restrict, and considerations of rhythm or euphony

often give it the worst possible place for indicating the meaning intended.....Sometimes the position commonly given the word by writers is the one universally condemned by critics ; as, 'He *only* painted ten pictures,' for 'He painted *only* ten pictures,' or (for greater emphasis). 'He painted ten pictures *only*.'"

The writer acknowledges that in written discourse the rules of rhetorical construction give valuable aid in guarding one against faulty construction. In oral discourse the "rhetorical pause" generally shows the relation of *only*.

The dictionary then gives the following: "The general rule, so far as any rule can be given, is to place *only* next to the word or phrase to be qualified, arranging the rest of the sentence so that no word or phrase that the word might be regarded as qualifying shall adjoin it on the other side. The sentence, "Only his mother spoke to him," is not ambiguous, for the world *only* must apply to the succeeding phrase 'his mother.' 'His mother *only* spoke to him' is ambiguous in written language, but in speech the inflection would show whether *only* referred to 'his mother' or to 'spoke.' 'His mother spoke *only* to him' would scarcely be ambiguous, because *only* is rarely used in prose immediately after a verb that it qualifies. Yet for absolute clearness 'His mother spoke to him *only*' would be better. It will thus be seen that in applying the rule, the circumstances of each particular case must be carefully considered."

"Like ambiguity often results from the improper disposition of *not only*, *not merely*, *not more*, *both* and *not*, to the use of which the same general directions apply.

"As a final resort, when the resources of position have been exhausted without securing clearness, it is better to change the mode of expression so as to get rid of the refractory word or phrase."—*Educational News.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* for April is a special Easter number. The matter is as usual excellent, and the many illustrations are admirable. An article of special interest is one on "Social Amelioration and the University Settlement," by S. J. McLean, as is also a paper by Fritz Hope,

on Nansen, the Arctic explorer. There are six complete stories in this issue, besides book reviews and poetry. The *Canadian* is a credit to Canada.

In the April number of the *Atlantic Monthly* appears a valuable article by George Burton Adams, entitled: "A Century of Anglo-Saxon Expansion." Colonel Higginson continues his reminiscent sketches, which he calls "Cheerful Yesterdays." The issue also contains three literary articles of original interest in which are discussed Mark Twain, Rudyard Kipling and William Cullen Bryant. The *Atlantic's* literary pabulum is always of the best.

That family magazine *par excellence*, the *Ladies' Home Journal*, excells itself in the Easter number. The cover is a beautiful design by Will Low, while within is plenty of good reading suitable for all kinds of readers. The various departments, which are a permanent feature of the *Journal*, are very ably conducted, and the editorial contributions are timely and to the point. Charles Dana Gibson gives in the April number his conception of Tom Pinch and his sister, as created by Dickens.

Education, a contemporary we can heartily recommend to our readers, presents in its April number an incisive paper on "Spiritual Education." The editors promise a valuable article by Dr. William T. Harris, for the June number. *Education* is published monthly in Boston by Messrs. Kasson and Palmer.

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Articles: Original and Selected.

EXTRACTS FROM A LECTURE ON SELF-CULTURE.*

By Dr. S. P. Robins, Montreal.

Extract 1. *Derivation and meaning of the word Culture.*—The word "culture" is derived by us from the French. But, inasmuch as French itself is but abbreviated Latin, less stately, perhaps, but more nimble than the language from which it is descended, we find the earliest accessible form of the word in the future participle "culturus" of the Latin verb "colere" to till. Hence sprung the Latin word "cultura," meaning the act of tillage. This, in accordance with a well-known law of modification in passing from Latin into French, exchanged its final *a* for the final *e* of the French word, its full round Latin *u* shrinking with time into the then French sound, which was also the Greek sound of upsilon, so that the word emerges in French as "culture" with a suspicion of sound in the final letter.

When the word emerges in literary English, written English, the struggle between the Saxon and the French pronunciations of *u*, of which our English spelling and pronunciation bear so many traces, issued in a compromise. The first *u* reverts to the short Saxon *u* as in cull, and the second *u* takes that peculiar diphthongal sound

* Given before the Teachers' Association in connection with McGill Normal School, April 15, 1897.

eeu which, so far as I know, is found only in English, and which for reasons of every articulation modifies the preceding *t* into *tch* in sound. At the same time the final *e* has become entirely silent. Thus we have our word "culture."

I think it cannot be disputed that the primary meaning of "culture" is the act—the deliberate and purposeful act—of tillage, the act as contemplated, designed and executed in accordance with the design. "Cultura" is not the same as "cultus," though we often confound them in translation. The first is the act of tillage conceived; the second is the act accomplished. The first word evokes more definitely the scheme of tillage, the second word rather the result of tillage. But our word culture has by a familiar metonymy widened its meaning so as to include with the process the result. In the first—the primitive—sense we speak of the culture of the soil, the processes in which the soil by the labour of the husbandman is fitted to produce the crop desired. But when we speak of the culture of the nineteenth century, not only are we transferring the word from its literal application to the soil and applying it figuratively to society; but in still another way we are leaving its primitive sense. We use it not to indicate the *process* of cultivation by which society has come to be what it is, but to sum up the *results* of the influences of history, of literature, of art and of science, embodied in the aggregate habitual feelings, thoughts and manner of action of men and women in the world.

However used, then, culture means or suggests the processes or the results of husbandry, such intervention of human skill and effect as, acting with and facilitating the operation of nature, leads to the increase or development or amelioration of natural products. It recalls to us those homely but most beautiful industries which bring men into closest contact with the mother heart of nature. The word "culture" itself and all its compounds suggest nature's general forces under the control of human labour, care, skill and foresight.

To-night we are to use the word in a figurative sense. We shall have to consider fields that lie out of the purview of sense, influences other than those of sun and wind and rain, labours and results which are often insufficiently valued, because they belong to the inner world of consciousness investigated only by few. By "culture" in this

tropical sense we sometimes understand the *process* by which, under educative influences, and more particularly social influences, the nature of man is developed, as in the savage, unreclaimed state it could not develop, into beauty and grace and strength; sometimes we understand the beauty and grace and strength which *result* from the inter action of the happy educative environment. Culture is strong, robust, self-centred; but in the connotation of the word, concepts of grace and harmony are prominent; so that the word is usually employed to direct especial attention to those acquisitions which render a man an acceptable social unit. A man is not spoken of as cultured because of great learning merely. He may be a profound mathematician or an erudite and yet be an uncultured boor. Culture implies hourly personal illustration of all the refining effects of literature, art and a humane disposition, in speech and manner, which by them are rendered pleasant, graceful, polished.

Extract 2. *Mental Faculties.*—Our senses present to consciousness the world about us, the material universe which constitutes our tangible environment. The eye presents form, colour, size and motion. The ear presents the sounds of the world. Muscular sense reveals the resistances of bodies, their weight, their elasticity and their strength, So by these and other senses we are furnished with the manifold Intuitions of Sense. But all these are given in various orderly universal relations; relations of succession in time, relations of coexistence in space of three dimensions, relations of necessary sequence. From these relations we derive conceptions of duration, of space, of cause and effect, which, with others of like character are the so-called Intuitions of Reason. Further we are conscious of phenomena in our inmost being; of thought, of feelings and of purposes. These, as apprehended by us, are the Intuitions of Self-Consciousness. These intuitions of sense, intuitions of reason, intuitions of consciousness provide the matter of all thought. Thinking consists in storing up, reproducing, analyzing and reconstructing in new aggregates the materials of these intuitions which have been furnished by what has been called the preservative faculty of the mind.

All kinds of mental impressions endure. They endure in two ways. They continue to be felt for a short time after the exciting cause has ceased to act, as the eyes are dazzled

for a moment after an electric flash has passed, or as the disturbance caused by fear does not cease as soon as the danger is over. And then they endure in this further sense that they lurk secluded below consciousness, apparently as utterly out of existence as though they had never been, yet ready to spring up to consciousness when the proper stimulus operates, as vivid as though they had never disappeared from consciousness. Memory is that conservative faculty which stores for us myriads of impressions ready to be recalled, holding them with such tenacity that some have doubted that any impression is ever wholly effaced.

By far the greater number of impressions stored in memory are, at any given moment, out of consciousness. Yet any one of them may, the next moment, come back to consciousness. How does it return ? Capriciously ? Or under law ? Certainly under law. What then is the law ? It is this, that when various impressions have been before consciousness together, then, if one of these impressions be at any time renewed in consciousness, the attendant impressions are prone to return with it. This is the law of association. It accounts for the reproductive faculty of mind.

The facts of the world are presented to us in great complexity. In many phenomena two or more senses are assaulted at once. A swinging bell at the same instant smites the ear and challenges the eye. We are endowed, however, with the power of so fixing the attention on the impressions received through one sense as to ignore those presented at the same moment by another sense. We may so steadfastly regard the form, the colour and the motion of the bell as not to observe the clangour ; or, again we may so rivet attention on the sound as to see the image as though we saw it not. Further, even the impression made on one sense is usually a complex impression ; so the eye observes at the same time the shape, the tints, the size and the motion of the bell, presenting necessarily the total impression. Yet the mind may so attend to one element of the impression as to ignore all the rest. The mind may so fixedly regard contour as to pass colour by, or colour as not to notice motion. This selective and directive power of the mind is its analytic faculty. By its exercise we form abstractions.

Abstractions and parts of wholes are the materials for new aggregates built up in the mind by the mind itself. This imaginative power is the constructive faculty of the mind.

The mind receives, remembers, recollects, disintegrates and reconstructs ; to repeat the words already used, it has a presentative faculty, a conservative faculty, a reproductive faculty, an analytic faculty, and a constructive faculty. All these powers are not infrequently acting together in one effort of the mind. Very seldom, if ever, is one such power awake and active alone.

Extract 3. *Means of Culture.*—What is the apparatus of that training which we denominate self-culture ? It is but one—contact with the divine thought. One, yet fourfold, because the divine thought has a fourfold expression in the cosmos accessible to us.

1st. All the glorious apparel of the material universe, its majestic arch of blue, its curtaining clouds, its deep shadowing woods, its verdant plains bestarred with flowers, its shimmering streams, its wide tempestuous seas, all are a revealing of the divine. All its forms of loveliness, all its beauties of tint, all its rythmic movement, all its melody of sound express the thought of God. Is there a Juno-like beauty in the rich-hued, full-bosomed moss-rose ? Are there vestal purity and grace in the delicate curves of the lily ? Is there impressive order in the march of the seasons ? Is there glory in the morning, far-flaming over land and sea ? Is there awful majesty in the seried host of midnight standing innumerable, rank beyond rank, marshalled in the silent abysses of space ? Is there sublime wisdom in the slow, secular, purposeful, immeasurable evolution of this world and of all worlds with all their forms of insensate and of conscious life ? Then the beauty, the grace, the order, the glory, the majesty and the wisdom were eternal archetypes in the mind of God ; they have been transcribed by his finger in the visible creation ; they are legible by us, because we too are divine; and they enrich us with their loveliness, and ennoble us by their greatness, and endow us with their wisdom as we contemplate, changing us into the likeness of the things with which we cherish companionship. That mind is beautiful which is stored with beautiful conceptions. That mind is great which treasures sublime thoughts. That mind is wise which has studied at the footstool of eternal wisdom.

2nd. The world of human life darkens with gloom and glows with splendours of which the deepest midnight and the brightest noon-tide are but faint and inadequate types.

What horror of Egyptian night is that in which so many lives are spent? — an impenetrable blackness of sin and death, through which flit spectres born of hell, greed and lust and hate, — a night in which you hear the slow dropping of tears, the sighs of those who sorrow, the groans of those who suffer. He who, Dante-like, would rise to the height of love's Paradise, Dante-like must first descend into the Inferno of human guilt and pain, taking with him the yearning, sympathetic, helpful pity of one who, because he is human, has sinned and suffered, and who, because the divine in him has not been wholly quenched, has conquered and has been comforted. Life will, however, show him who learns from it, not alone his miseries nor even chiefly her miseries. She will show him the holy flames of family love and truth burning bright on myriads of hearths,—the sacrifices of a father's solicitude, and that fairest survival of our lost Eden, the tenderest, purest, sweetest of all earthly things, the mother love of the earth. Yes! he who looks will see in the flickering firelight of many homes little faces pressed close to mother's cheek, little forms clustering around mother's knee, chubby arms around the necks of brothers and sisters, little heads with curls commingling leaning over the same picture books. Do not tell me that time will canker and wither this domestic love. Alas! alas! for the homes that are wrecked, for the fair hopes that founder in wild and pitiless seas. But all are not lost. There are aged parents whose declining years are comforted and sustained by the care and loving respect of manly sons and of noble daughters. There are brothers and sisters whose fraternal love is as unselfish and uncalculating as in the days of childhood, but which is stronger and closer than it could be in earlier years.

He who takes his lessons in self-development in the world of business will doubtless find there meanness, avarice, cruelty, injustice and falsehood. But his experiences will differ from mine, if he does not also find higher indebtedness, generosity, kindness, honour that never betrays a trust, and truth that neither fear nor favour can tempt to the slightest prevarication. He who studies men in the political and social world, will find too many whose public spirit and patriotism are a hollow pretence,—who flatter the populace in order to fleece and betray them,—who in municipal affairs will strip a city of its last asset

and sell for their own gain its last franchise,—who in national affairs will rob the people of their heritage, will connive with companies and corporations and trusts, will join hands with speculators and peculators and rogues,—who will befool the masses and prostitute opportunities and bribe the ignorant to their undoing with their own money,—who will profane sacred names and desecrate sacred offices and betray sacred trusts. There are Judas Iscariots and Macchiavels and Titus Oates and Aaron Burrs in politics ; but there are, not on one side of politics only, men who scorn a lie, hate a bribe, despise crooked ways, love their country, desire its honour and its welfare, and without hope of reward or appreciation, misunderstood and misrepresented, labour for the ultimate welfare of our land.

The drama of human life as it unfolds before us its domestic, business and political scenes, teaches the cynical to sneer, the selfish to grow callous, the cowardly to despair ; but its conflicts with wrong, its triumphs over suffering, all its interwoven intricacies of sorrow and of joy, of sacrifices and of heroisms, teach all noblest natures to strive, to endure, to be faithful, to hope and to aspire. Sympathetic association with our fellows is a powerful means of self-culture.

3rd. In the third place the divine thought finds expression in the facts and occurrences of our own individual lives. No one shall persuade me that Christ was mistaken when he said "the very hairs of your head are all numbered." Each life, as ordered by divine providence, with its trials, its labours, its afflictions, its disappointments, its successes, is the fittest training ground for each soul. The highest culture is accessible to each. No one of us should say, "Had I wealth, had I leisure, had I influential friends, I could attain to culture"; for the highest culture for each of us is the culture that we may have in these very circumstances in which we are placed,—in penury, in the daily struggle for our daily bread, in disappointments, in misunderstandings, in ceaseless conflicts. In the gardens of God for the growth of souls there are dank and dripping valleys, there are bleak and wind-swept summits, as well as sheltered sunny nooks ; but every place has its fit adornment. From the top of Mount Washington I brought with great care some plants of a beautiful white saxifrage ; I tended them ; I watered them. For a little while they

grew ; they unfolded a few feeble blossoms, and then they died. In vain for them a rich soil, a warm corner, solicitous attention. They pined for their home amid the tumbled rocks, for the tenuous breath of the mountain air, for the multitudinous stars of the frosty night, for the roar of the tempest sweeping free from the Rocky to the White Mountains. So they drooped and died. The daffodil loves the oozy meadows. The mountain saxifrage and the Alpine gentian cannot endure the sheltered air of the valleys. Some of us are born for conflict, some for unrelaxing toil, some for anxiety and disappointment ; but each of us to fill and adorn a special place, and each of us, if we will, to attain the highest culture which, however, is not the culture of any one else. No two flowers in their full bloom, no two stars in their complete development, no two souls in their perfected beauty are alike.

4th. The fourth form of expression of divine thought is in the world of human achievement in art and in literature. Whatsoever noble ideal has been embodied in sculpture, in painting, or in architecture, or has been voiced in the richest music or the finest prose or the most exalted poetry, has been in no alternated sense inspired. God has spoken in the Laocoon, in the Lord's Supper, in the Parthenon. The Æneid of Virgil, the De Senectute of Cicero, Milton's Areopagitica, Dante's immortal poem, Paradise Lost, Bunyan's Pilgrim's Progress, reveal a deity imminent in the thoughts of men. That which in the literature of any age has ranged widest, waved highest or plunged deepest into the intricate problems of existence and destiny is divine in a sense more profound than that in which the wayside flower or the scintillating star is divine. Do not for one moment suppose that in thus exalting all worthy literature and art I am underrating the value of that Semitic literature which, standing grandly apart, we call by way of preëminence the Book, the Bible. German thought, her highest and best thought, owes more to Luther's Bible than to her Goethes, her Schillers and her Kants, inestimable as is its indebtedness to them. And England could far better spare all that Chaucer or Spenser or Shakespeare or Milton or Wordsworth has written, than suffer King James' Bible to lie unread on her library shelves. If there be a note of inferiority in French literature, if it lack ought of the virile strength and uncompromising

earnest of German and English literature, it is not through inferiority of French genius, for it is not inferior ; it is not because the Celt has less poetic fire than the Teuton, for he has more ; but because the highest thought of which the human soul is capable, is not daily stirred by reading the words of David, of Isaiah, of Paul and of Christ, in French homes, as it is in Scottish homes. If the "Cottar's Saturday Night" could have been written in France, then she might have had her Shakespeare and her Milton. I repeat, the fourth means at our disposal for attaining the highest culture is literature, more especially the literature which has been winnowed by the winds of twenty centuries, the literature of Greece and of Rome, and most especially by the literature of which the beginning predates Rome, the literature of the Hebrews, the literature that is of all literatures the purest, the noblest, the most inspiring and in a singular sense inspired.

Art and literature are preëminently the instruments of culture. As long as acquaintance with nature and with human life and with our own experiences of its discipline is dumb and inarticulate, these have but little power to develop mind, to regulate feeling or to strengthen and guide will ; for they are necessarily indistinct and evanescent. But when some master of expression, whether by pencil or chisel or language of poetry or of prose has seized a conception, has purified it of all that is base, and has set it to blaze for ever, a constellation in the firmament of thought, it sheds an influence that will never cease to bless the minds and hearts of men.

Let none of us say that culture is out of our reach. The means of culture are accessible to all. He who comes into contact with nature, if it be only by watching the changeful sky above and between factory chimney tops, who mingles sympathetically with his toiling, sorrowing fellows, who meets his own life with magnanimity, and who reverently reads his Bible, has all the necessary appliances for high self-culture.

Extract 4. *Self-examination of the Presentative Faculty.*— Have you a cultivated presentative faculty ? As we have chosen to consider this faculty, it presents sense-intuitions, intuitions of reason and intuitions of self-consciousness. Is every act of sense-intuition full, accurate and rapid ? Have you ever taken an inventory of all the powers of each

sense? Do you know what the eye, the ear, the muscular sense and touch, not to mention the less intellectual senses of taste and smell, should tell you of the world in which you move? Is each of your senses so endowed by nature and so trained by practice as a servant of the will that it makes exact discriminations? I should like if time permitted to interrogate each sense. Let me ask a few questions of one sense, hearing, and of that only in relation to one of its endowments, the power of discriminating the *timbre*, the modulations of human speech. Is your ear attuned to the exquisite intonation of cultivated human speech? I care not in what language; let us speak of our own. Do you recognize the melody, the richness, the variety of the English tongue as spoken by a master of its resources? For of this tongue I must declare my belief that it is one of the noblest of our modern languages, holding a just middle position between the voluptuous languors of the Italian and the rugged, sometimes uncouth, strength of the German. I was deeply impressed by the music of human vocalization in the speech of Thompson, the abolitionist, whom, with Frederick Douglas, I heard speaking on American slavery, many years ago in Toronto; and again in an address delivered in this city a few years ago by Dr. Dallinger. To listen to such men, if we listen attentively and thoughtfully, is no unimportant means of culture. Do you discriminate in hearing? How many vowel sounds do you distinguish in English cultured speech? Have you observed the difference between the long vowel sounds of court English, the English of educated, highbred men of the midland and southern counties, and those of Northumbrian English, the English of which lowland Scotch and the Yorkshire dialect are varieties? Which kind of English pronunciation has the closer affinity with French pronunciation of long vowels? Are the English *t* and *d* identical with the corresponding French letters? Are your ears alert to all such inquiries continually? If so, I congratulate you that as far as speech is concerned you have the cultured ear; and it is in your power to acquire that refined pronunciation which, rather than any other single quality, is the outward sign of culture.

If, in a manner equally satisfactory, you can answer all questions that you ought to ask yourselves touching all sense-intuitions, your external perception is cultivated. If

you have learned with like fulness and accuracy to examine the relations of things, placing them rightly in space and in time, observing their interdependence as causes and effects, and distinguishing aright phenomenon and substance, you have comprehensive intuitions of reason. Reason has been cultivated in you. If you have learned to scan attentively the inner world, to observe the activities and passions of the soul, all that world of movement within, which issues in thoughts, emotions, motives and volitions, you have accumulated intuitions of self-consciousness ; your introspective faculty is cultivated.

Finally, all these conditions being fulfilled, all your sense-intuition, intuitions of reason and intuitions of consciousness being given by the exercise of educational faculty, you are to be congratulated on the possession of a highly cultured presentative faculty.

(To be continued.)

Editorial Notes and Comments.

THE June examinations form a very important feature of the school year in every province, though efforts are being put forth by many of those who plead for the education that educates, to reduce their importance to a minimum. The necessity for such examinations presses upon any educational system, for while they have many characteristics which one would wish to see eliminated, there has not yet been invented a better method of testing the pupil as to the work he has done during the year, or of encouraging a wholesome emulation in the schoolroom. A contemporary has given the Province of Quebec some credit lately for trying to establish an equilibrium between the examination and the inspection of our higher schools. As it is, there is always an anxious looking forward to the June examinations among our teachers and their pupils, and our issue this month will probably greet them but a short time before the suspense reaches a climax. The examinations begin this year on Monday, the 31st of May, to continue throughout the week, and we trust that everything has been done by all connected with this part of our educational work to have an examination with respect to which there may be no after-reproach. Not long ago the students attending an institution on this side of the

Atlantic were allowed to have their examination in a hall in which there was to be seen, during the three hours it lasted, no deputy-examiner or overseer of any kind bodily present. The boys had agreed to take God as their witness; and when it was over they had the satisfaction of awaiting their fate as honest men, whatever the *fiat* of the examiners might be. There is an example founded on first principles in such an exhibition which none of us would surely refuse to follow were it possible to co-ordinate the circumstances attending an examination held simultaneously in some seventy centres all over the province. Taking things as they are, the deputy-examiner is still a necessity, though the teachers, by a previous moral training or drill of their pupils can make his work of watching the easiest of tasks. It is but a poor principle to go by, to declare that the person who uses dishonest means at an examination, cannot possibly escape; though this is really how matters stand in connection with our June examinations as now conducted. Detection awaits the evil-doer in a multiplicity of ways; and while we say to all who have anything to do with these examinations, have a clean examination, for otherwise you are sure to be found out, we would rather say, have a clean examination, for to have such is honest in the sight of God.

—THE teachers have this examination very much in their own hands. The regulations have been framed for their guidance, and contain nothing that can possibly imply a lack of confidence in their desire to do what is right and proper. Should any one by chance think otherwise, there is a reply to them to be found in the satire of the expression, *Honi soit qui mal y pense.* In a word, with the regulations in hand, and with a ready co-operation between teacher and deputy-examiner, as well as a previous solemn understanding with the pupils, the suspicions may at last be disarmed that would wish to proclaim in the hearing of parents and others that an examination is a thing likely to prove harmful to the pupils' morality.

—THE date for the celebration of the Diamond Jubilee has not been agreed upon for every town and village in the country, but no school should be dismissed for the summer without the pupils being brought into direct connection with some commemoration or other of the long and prosperous reign of Her Majesty Queen Victoria. Should

there be no special public celebration in the district where the school is situated, the school children with the teacher and commissioners ought to arrange for one of their own. For instance, there is no reason why every school in the land, every school, even in the most remote corners of the Province of Quebec, should not commemorate the Diamond Jubilee of our gracious Queen, by placing the flag of Britain and the flag of Canada in the school-room. Dr. Harper, the Inspector of Superior Schools, has been making the suggestion of having these flags in every one of the schools he officially inspects, for some years past, and many school-houses are thus decorated at the present moment, the girls having purchased by subscription the Canadian flag and the boys the British flag. But, further than this, something should be done this year by placing a picture of Her Majesty above every teacher's platform, as a means of perpetuating a spirit of loyalty in the minds of the rising generation. Salute the flag, salute the Queen!

In this connection we would call attention to the advertisement of Messrs. Steinberger and Hendry in this issue of the RECORD.

—THE second annual session of the Summer School inaugurated last year in connection with St. Francis College, by its principal, Mr. J. A. Dresser, will open on the 6th of July. Courses will be given in French, Botany, Drawing, English and Primary Teaching Methods, provided a sufficient number of students apply. Among the instructors will be M. de Bellefontaine, Mr. Honeyman, Miss Cairnie and Mr. Messenger. Intending students are requested to give notice of the course or courses they wish to take, as early as possible. Circulars containing full information as to fees, board and lodging may be had on application to Principal Dresser, Richmond. We trust that the number of attending students will be greatly increased this year, and that the promoters of the school may receive all the encouragement needed to make the enterprise a success. All of our teachers who can do so, should avail themselves of the opportunity here afforded of passing a pleasant and yet profitable vacation.

—ALTHOUGH by the time that this number of the RECORD is in the hands of our teachers, Arbor Day, for this year at least, will be a thing of the past, it may not be out of place at this season to speak of the many ways in which

the school grounds may be beautified. Much good work has been done in this respect in this province, and the recently established competition among our schools for the best kept grounds has given the movement an appreciable impetus. There is no reason why any of our districts should have grounds uncared for and unadorned by trees and shrubs or even flowers. *The Educational Review* says: "There are hundreds of school-houses scattered throughout the provinces that are destitute of trees, shrubs, garden plots, but there is, perhaps, ground enough for a few weeds to maintain their existence from year to year. Let these be exterminated and replaced by flowers that will prove an ornament to the neighborhood, not a nuisance. Then let teachers, rate-payers and pupils form a district improvement society, fence in and level the grounds, no matter how small, and plant a few trees and shrubs and flowers. This is the Diamond Jubilee year. Let every school district do something that will honour the Queen and put itself in the line of progress. And what better memorial in every community to our noble Queen than a beautiful, even though modest, school-house with neat and well-kept school grounds?" Let teachers, pupils and commissioners co-operate in this matter, and, even if there be no government award in view, let us see if it cannot be said of the schools of Quebec, that they are all accompanied by grounds and out-buildings that have a neat appearance, as if all connected with them took some pride in making them agreeable to the eye. On another page of this number we give some suggestions on how to beautify the school grounds.

—Am I teaching? Did you ever ask yourself this question? No better question can rise to the lips of the teacher. It does not answer this to say: "The walls of the schoolroom surround me; maps, charts and blackboards are on the walls; desks of the newest pattern are ranged in rows before me; young human beings sit on those desks day by day; these children rise promptly at the sound of a bell, march forth in order, and recite words they have learned, or even state truths they have investigated." All this may show they are *gaining knowledge*, it may show they are *getting instruction*, but it has nothing whatever to do with their being *taught*.—*Canadian Teacher*.

—The present danger in education, according to the *School Journal*, is this: To aim at material progress, fine

buildings, furniture, text-books, ampler salaries, and highly-educated teachers. We may attain all this and miss the main object; the danger is, that we mistake these for the main object. Education is for happiness. Is the present trend towards that goal? Are we not setting up something and naming it education, and talking about it as if it were education, but which, if we closely inspect it, it will be found to want its real characteristics? Buildings, text-books, furniture, highly-educated men and women at good salaries are not enough. The supremacy of the spirit must be the aim; of the spiritual nature in each pupil and of the Great Spirit in the entire earth. This must be the aim to cause happiness to abound. The teacher who has classes in arithmetic and geography will aim at something more than a residuum of facts about figures, mountains and plains.

—THERE is comfort for those who are in the right spirit to receive it in the following incident as related by the same exchange. A teacher who had spent forty years in the school-room was in the company of his school board—three in number; business had been finished, and they rose to separate. One, a man of considerable wealth, remarked: "There is one thing in which Prof. ——— goes beyond all of us—in doing good. I often envy him. I might not like that kind of occupation, but I confess I admire it." The teacher went to his modest home, revolving these words as he walked along. He had often been tempted to give up teaching, because of the small pecuniary returns; then he reflected: "I am useful; I know I am; I will be content." This, after all, is the reward the teacher must aim at.

Current Events.

AT a recent meeting of the University Council of Manitoba, the new amendments to the University Act were submitted and accepted. University education in the province has hitherto been carried on by the Colleges of St. John's, St. Boniface, Manitoba, Wesley and the Medical College. The government of the province has contributed a limited amount yearly to the work of examination and conferring of degrees only. This amount, which has stood at $3,500 for some years, is now to be increased to $6,000,

which sum may be applied in support of teaching as well as examining. But, as it alone would be quite inadequate to justify the commencement of university teaching, apart from the colleges, provision is made for advancing a further amount of $5,000 a year from the provincial trust funds, which, with interest at 5 per cent., will be a charge against the university lands. A sum not exceeding $60,000 will be advanced in the same way toward providing a building for university teaching. Although at first only the natural sciences will be taught by the University in this building and under this arrangement, it is expected that, as means allow, other subjects will be added, so that in time the University of Manitoba will be able to do the same work by the same means as sister universities of the Dominion.

One of the local papers says: "The step now taken marks an important stage in the history of university education in the Province. It is the first movement of the Province to assist the institution in its teaching; and it is taken none too soon, because further progress would be crippled without it. It is understood that the legislature consented to the present step with reluctance; and this is easily understood in view of the limited range of provincial resources. But the question had to be faced sooner or later, that if Manitoba is to continue to have a university at all which will meet modern requirements, the province must assist in its work. However, the grant of 150,000 acres of land possessed by the University will, for some time to come, permit of a great deal of work being done without any great drain upon the province.

—In his last annual report of the public schools of Nova Scotia, Dr. Mackay, the superintendent of education, calls attention to the need of instruction in those branches of vegetable and animal physiology and agricultural chemistry, which bear upon the scientific prosecution of agriculture. Dr. William Dawson, when superintendent of education, as well as his successor, the late Dr. Forrester, urged the need of this feature of the school curriculum, which would qualify the youth of the province to grapple with the difficulties attendant upon the settlement and development of a new country. For some time the practical side of education has been lost sight of, while the literary and classical side was developed. Recently, however, a model farm and school of agriculture has been established at

Truro, in connection with the normal school, and this has been followed by a horticultural school at Wolfville, where the plans formulated by Dr. Dawson and others are being put into execution.

—A BILL for the purpose of equalizing the salaries of men and women teachers has been introduced into the Pennsylvania assembly. It provides that female teachers shall receive the same compensation "as is allowed to made teachers for the like service, when holding the same grade of certificates and are employed to teach an equal grade as male teachers." Any board of directors or controllers violating the provisions of this section are declared to be liable to removal from office on complaint of any female teacher who shall prove, by one or more reliable witnesses, before any court of record, that she is unjustly discriminated against.

—FROM the last report of the committee on accounts of the Boston school board, it appears that the number of regular instructors on the pay rolls is 1,613. The average number of pupils belonging to the different grades the past year was 78,167. The average cost per pupil amounted to $28.95; a decrease, as compared with that of the previous year, of 19 cents per pupil. The salaries of instructors have increased 41 per cent. within the past ten years, although the number of pupils has increased only about 25 per cent. in that time. The average salary paid during the year to each regular high school instructor was $1,734.54; grammar school iustructor, $989.37; primary school instructor, $709.33.

—THE news comes from Chicago that a compulsory education bill has been passed in the State of Illinois. It requires that every child between seven and fourteen years of age shall attend school sixteen weeks each year, and that boards of education shall, at the time of election of teachers, appoint one or more truant officers, whose duty it shall be to report violations of this act.

—THE mayor of Baltimore has under consideration a plan contemplating the purchase by the city of lots of land, some 300 feet square, for use as sites for school buildings. Until these become necessary, the lots could be used as playgrounds, where the children could have tennis courts and ball games, and when the sites were needed for buildings, there would still be some ground left vacant for play.

—GERMAN universities have on their rolls the names of 2,000 students from foreign countries. A very few of these students are preparing to take degrees. The majority of them hear lectures in special branches of science for twelve or eighteen months, and then they return to their homes to practice what they have learned. It is estimated that the total amount left in Germany by these foreign students is something like $1,600,000 a year.

—PRUSSIA is about to increase the total amount that she pays her officials by almost $5,000,000 a year, part of which will benefit the university professors, who are state officials. The average salary will then be $1,600 a year in Berlin and $1,400 a year in other Prussian university towns. That seems rather small, considering that Berlin university has had such instructors as Virchow, Helmholz, and Bergmann. To be sure, a professor has attendants at his lecture courses, from each of whom he collects a small fee, half of which he may keep, but probably the most popular professors are unable to obtain more than $1,000 a year from these fees. Yet, a professor's chair in a German university is a much coveted place. Young men of great talent and reputation cling to the universities for years, supported only by the earnings that fall to tutors, in the mere hope of some time obtaining a regular professorship. A tutor lives a life of self-denial. He has but one room, takes only rolls and coffee for breakfast, only coffee for luncheon, with a slice of meat and a taste of vegetables and coffee for dinner.

As a full-fledged professor, he enjoys an eight-room flat. He never aspires to keeping a horse, or taking his family or himself to the seashore or mountains, that is, if he be dependent upon his own resources. Studying, walking, and lecturing are all of the diversions of his life.—*School Journal.*

—MANY students from the Russian universities are being banished to Siberia. No charges are brought against them, they are simply seized by the police and sent away. The universities have been closed for the present, while thousands of students have been arrested. The most of these will be declared innocent and will be set at liberty, but they cannot enter the university again, for the very suspicion of disloyality to the government renders them unworthy of a liberal education. The difficulty arose a few weeks ago, when the students of St. Petersburg planned

to hold a religious service in memory of the thousands of persons who were crushed to death at the coronation of the czar. In reality, the war against the universities began many years ago. In the reign of Nicholas, they were organized like an army, and every lecture was followed by a drill. Until within a few years, they have elected their own professors and have approved or rejected the programme of lectures submitted at the beginning of the year, but now all professors are appointed by the ministers, and it is not even necessary that they have the doctor's degree. The study of Russian literature, history and geography has been abolished on account of the " dangerous tendencies." The boys in the gymnasia study very little outside of Latin and Greek. In these, nothing can be done with the literature, lest it be unsafe, so for seven years pupils are compelled to practise on the subtleties of grammar. Sixteen hours a week given to a language like Latin renders the system disastrous to education. The examinations are so difficult that according to the report of the department of instruction, which gives the results for seven years, 6,511 pupils completed the course during that time, while 51,406 had either been expelled for failure to pass the examination or had given up in despair. The chances against going through all the classes of the gymnasium, and so being able to enter a university, are, for a boy in the lowest class, as nine to one. Of those who do manage to work through the course, one fourth break down in the final examination. —*Exchange*

Literature, Historical Notes, Etc.

PHYSIOGRAPHY FOR BEGINNERS.

A Review.

The following notice may be of interest to the readers of the EDUCATIONAL RECORD, as the subject is the book used to designate the scope of the instruction in science required for matriculation according to the revised course of study of McGill University, which was mentioned in the last number of the RECORD.

PHYSIOGRAPHY FOR BEGINNERS, by A. T. Simmons, B. Sc., Tittenhall College, Staffordshire, Eng., (MacMillan & Co., London, 1896. Price, 2s. 6d.) This very interesting

and instructive little book comprises 344 octavo pages, and although the type is rather small, it is, nevertheless, very clearly printed. The numerous figures and illustrations, which by the way are admirably chosen, are exceedingly well produced. Considering its price, the mechanical work of the book is certainly very good.

The subject matter may be best analyzed by referring to the component parts of the various divisions of science to which they belong. Thus the first seven chapters (106 pp.) comprise an admirable introduction to the study of physics. It discusses the more general properties of matter, mass, density, motion, mechanical power, energy and heat in a clear and lucid manner, but without mathematical calculation.

One hundred and four experiments are described, and fifty-four illustrations are figured. A resumé of each chapter is given at its close and a few suggestive questions are introduced. The two last mentioned features are observed throughout the book. Chapters eight and nine treat of the chemical composition of matter, the elements and compounds, in thirty-six pages. The laws of chemical combination, the properties of oxygen, hydrogen, nitrogen, carbon, iron, mercury, silica and lime are briefly but clearly stated. Fifty-four illustrative experiments are described and several forms of apparatus are figured.

The questions of the movements of the earth, the measurement of time, the phenomena of the sun and moon are discussed in chapters ten, eleven and twelve.

These include, besides the ordinary matter of mathematical geography descriptions of the primary methods of astronomic investigation with reference to the masses, distances and movements of the sun, earth and moon. Kepler's laws are stated and explained as far as possible without the use of mathematical formula.

The next two chapters contain an interesting summary of the chief phenomena of the atmosphere. Although brief it furnishes a very good introduction to the study of meteorology. It might have been more in consistence with the apt illustration of the other parts of the book if this division had been more fully illustrated. This, however, can be easily supplied by the observation of clouds, storms, &c., from nature.

The following six chapters are devoted to the study of the earth from a geological point of view. The properties

of sea-water, the currents of the ocean and its effect on the land occupy two of these chapters, rivers and glaciers a third, while the next two are devoted to minerals and rocks, and the twentieth to dynamical geology. The figures and plates used in this part are exceptionally good, and the study of the minerals and rocks, although too detailed for the limited term and equipment of our academies, is very interesting. A mineralogical and lithological collection, such as may be obtained gratuitously for schools on application to the Gelogical Survey of Canada, would be indispensable in teaching this subject. And even then the work is probably too specific. The following is the tabular classification of the igneous rocks given on page 292 :—

Igneous Rocks.

	Acid	Intermediate		Basic
		Sub-Acid	Sub-Basic	
	Silica, 66-80 per cent.	Silica :		Silica, 45-55 p. c.
		60-66 p. c.	55-60 p. c.	
Typical Rocks contain	(*i*) Quartz (*ii*) Orthoclase. (*iii*) Mica. (generally Muscovite)	(*i*) Orthoclase. (*ii*) Hornblende.	(*i*) Plagioclastic Felspar. (*ii*) Hornblende.	(*i*) Plagioclastic Felspar. (*ii*) Angite. (*iii*) Magnetite. (often Olivine.)
Volcanic and Glassy	Pumice. Obsedian.	Trachytic. Pumice.	Andesitic Pumice.	Tachylite.
Volcanic and Hemicrystalline.	Rhyolite.	Trachyte.	Andesite.	Basalt.
Plutonic and consequently Holocrystalline	Granite.	Syenite.	Diorite.	Gabbro.

As the author states, that part of the work which describes rivers and glaciers has been modelled on the plan of Geikie's "Text-book of Geology," and it certainly reflects many of the excellences of that admirable work.

The concluding chapter discusses the phenomena of terrestrial magnetism, and thus constitutes a return to the science of physics.

In proportion to the attention given to experiment, it is probable that too little is given to observation. This defect becomes more serious, as the schools, in which the book is used, are less amply equipped. The book is, however, to be highly recommended as a handbook of general elementary science, and it should find a place in the library of every teacher of scientific or even of general subjects.

J. A. D.

Practical Hints and Examination Papers.

THE SCHOOL GROUNDS.

When grounds are properly levelled and drained and freed from disagreeable obstructions, the first effort to beautify them in every instance, should be to erect the necessary closets and to shield them from observation by a thickly planted row or clump of evergreens. Next, hard walks should be made from the street to the different doors of the building, and from them to the closets screened by the evergreens.

When the school building stands a short distance from the street these walks may wind around oval plots where flowers and shrubs may be grown. In various parts of the grounds beautiful trees may be planted, like the maple, or the elm, or the oak. Between these plots of ground, of whatever form, oval or otherwise, should be sown seeds of the most beautiful and hardy grasses adapted for lawns, so that there shall be formed a smooth and handsome turf, which must be often rolled and carefully cut. In some shaded corner native ferns should be planted, and elsewhere some of the many elegant native shrubs should find a cherished home. The suggestion of State Superintendent Sabin, of Iowa, is worth adopting, "To teach children the kind of trees which flourish best in that section ; which of them are best for timber ; which for shade ; and which for fuel. Specimens of each will then be found on the school grounds,

and referred to for purposes of illustration. In the same connection we must teach how to plant and care for them, and cultivate in each an honest respect for a thriving growing tree."

In the rear of the school buildings the playgrounds should be located, where trees also may be planted to afford shade and pleasure, but not to interfere with the sports of the children. If in the planting of the trees in the grounds the children are permitted to take part, and name them, there will be a feeling of interest and ownership in the trees on the part of the children which will go far toward securing needed care for them.

The plots devoted to flowers and shrubs may have many varieties in the passing years. The children often have plants they would gladly place in the school grounds for the summer. Others have seeds which they would sow, so that each summer the grounds would disclose the taste of the pupils as well as of the teachers. Different plots might be assigned to different rooms or classes of pupils, and a wholesome rivalry excited as to which should be most neatly kept, and show greatest improvement in the summer. Great variety might be given the grounds from year to year by training hardy vines and creepers over the walls of the buildings, and around the windows, or by planting them beside arches and trellises over which they would grow. The comparatively trifling expense needful to make the required arches and trellises would gladly be met by the parents when once the children proved their interest in such methods of beautifying the grounds.

—In a former number of the Record, we gave a set of sentences with blanks to be filled in by the pupils with some form of the verbs *lie* and *lay*. There are two other words that are as often misused the one for the other, the verbs *sit* and *set*. Try your pupils in grammar with this exercise :—

Copy the following sentences, filling blanks with some form of *sit* or *set* :

1. Will you——by me ?
2. Did you——the cup on the table ?
3. After——out two trees John——down to rest.
4. Mary——the chair on a large box and then——down on it.
5. Lucy——the table every morning.

6. The bird was——on a post when we first saw it.
7. The doctor——the boy's arm.
8. The travelers heard a noise in the woods and——up all night.
9. The men are——fence-posts.
10. Did you——the hen ?

—THE boy who thinks is well portrayed in the following story as given by the *Youths' Companion.* This boy is described as never saying anything remarkable, as eating oatmeal in large quantities, chasing the cat, slamming the door, and otherwise conducting himself after the manner of boys; with the exception that he asks few questions and does much thinking. If he does not understand a thing, he whistles, which is not a bad habit—on some occasions.

There was much whistling in our yard one summer. It seemed to be an all-summer performance. Near the end of the season, however, our boy announced the height of our tall maple to be thirty-three feet.

"Why, how do you know?" was the general question.

"Measured it."

"How?"

"Foot-rule and yardstick."

"You didn't climb that tall tree?" his mother asked, anxiously.

"No; I just found the length of the shadow, and measured that."

"But the length of the shadow changes."

"Yes, but twice a day the shadows are just as long as things themselves.. I've been trying it all summer. I drove a stick into the ground, and when the shadow was just as long as the stick, I knew that the shadow of the tree would be just as long as the tree, and that's thirty-three feet."

"So that is what you have been whistling about all summer?"

"Did I whistle?" asked Tom.

—WE reproduce the subjoined questions in Physiology and Hygiene from an exchange. They may prove useful as a test of the knowledge acquired during the past year by your pupils.

1. Define (a) sutures; (b) dentine; (c) retina.
2. What is the office of (a) pepsin; (b) lachrymal fluids; (c) synovial fluid ?

3. What membrane envelops the heart; (b) covers the tongue?

4. Mention two modifications of the skin, and state the function of each.

5. (a) In what class of blood vessels has the blood an intermittent motion. (b) Where is intermittent motion interrupted? (c) What is the use of the valves in the veins?

6. Show how poor teeth may become the cause of poor health.

7. What is the distinguishing color of the fluid in (a) the lacteals; (b) the arteries; (c) the veins?

8. What effect does the relaxation of the diaphragm have upon the act of respiration?

9. What is the principal secretion of (a) the liver; (b) the kidneys?

10. (a) Why does a person feel stronger immediately after partaking of an alcoholic beverage? (b) What are the after effects?

ANSWERS.

1. The immoveable, dove-tailed joints of the skull; (b) the chief substance of the teeth, just beneath the enamel; (c) the inner coating of the eye.

2. (a) To digest the albuminous food in the stomach; (b) to keep the eyeballs moist; (c) to lubricate the joints.

3. (a) The pericardium; (b) the mucous membrane.

4. The nails, to protect the ends of the fingers, and aid in picking up things; the hair, to protect the head.

5. (a) In the arteries; (b) in the capillaries and veins; (c) to prevent the blood from flowing back.

6. It hinders the proper mastication of food, and hence the stomach is overworked, and the digestion impaired.

7. (a) White; (b) bright red; (c) dark red.

8. It helps to expel the air from the lungs.

9. (a) The bile; (b) the urine.

10. (a) Because the blood flows more rapidly through the body; (b) the brain is stupefied.

—EARLY in the commencement of the study of geography, the children should learn to locate the points of the compass. They all know in what direction the sun rises; they may point towards the place where the sun rises. The teacher should inform herself by observation where the sun rises directly in the east, and by the use of a compass

get the true direction of north. Let the pupils point to the setting sun. Some of the class may have visited a place east of the town where they attended school. Let the class point to the places named. It is best to have a compass in the schoolroom. Every child is interested in watching the needle. Let the class point to the north. After the teacher has explained the direction of south, practice in the same way. The teacher may name prominent cities and give their directions in order that the class may be exercised in learning direction. Care must be taken lest the pupils associate points of the compass with different parts of the schoolroom. In order to test this, a pupil may be sent into a recitation room or a hall and directed to point as the teacher or the class may direct. Afterward the immediate points may be taught.

When the directions are taught on the map, the teacher must use great care lest she speak of north on the map as "up" or south as "down," and she should exact correctness of expression on the part of her pupils. But little time will usually be required to teach the points of the compass, as many children are familiar with them before entering the primary school.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD,

DEAR SIR,—In reading over the RECORD—always a pleasing task to me.—I notice some verses of a patriotic nature which, while unobjectionable in their tone, are wrong in so far as they help to propagate a very common error, viz: using the word *England* when *Britain* is meant. Don't you think it an aggravation of the error to spread it in an "Educational Record?"

I think it would only be right for you, in your capacity of Editor, to take some notice of this very common mistake. Who ever heard of *England's Union Jack?*

Please do not think me hypercritical, but honesty and precision of speech should be essential to school teachers.

Yours respectfully,

Montreal. JOHN FULTON.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

A new and improved form marks the opening issue of the ninth volume of the *Canadian Magazine*. The May number is exceedingly bright from every point of view, and shows that the progress of our national publication still continues. The illustrated articles are: "The Premiers of Nova Scotia Since 1867," a most opportune article at the present moment; "A Visit to the Birthplace of James Wolfe, the Conqueror of Quebec," which is most profusely illustrated from special photographs and rare paintings; "Dreams of Genius," a strong story by Stambury R. Tarr; and a French-Canadian poem by F. Clifford Smith.

The *Atlantic Monthly* for May contains a very interesting article on "Art in the Public Schools." In the same number is a well told short story, "The Ramparts of Port Royal," by Charles G. D. Roberts, and the closing instalment of Paul Leicester Ford's truly delightful "Story of an Untold Love." John Burroughs contributes to the series, "Men and Letters."

The May number of the *Ladies' Home Journal* is as good as the best issue of this standard home magazine. The cover design is a beautiful bit of art and the contents are as varied as they are interesting and instructive. The editorial contributions to the various departments are timely and to the point, and have a great deal to do with the popularity of the *Journal* with all classes, and, we might almost say, with both sexes.

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Articles: Original and Selected.

EXTRACTS FROM A LECTURE ON SELF-CULTURE.*

By Dr. S. P. Robins, Montreal.

(Continued.)

Extract 5. Self-examination of Memory.—What stores does your memory hold? Does it receive and treasure up everything, holding with equal tenacity and reproducing indiscriminately things trifling and things important, things valueless and things precious, things ignoble and things elevating? Perhaps you have heard it said that all impressions alike are laid up in memory. But there is a misapprehension here. True, no man knows what trivial thing may in years to come prove its latent existence in the mind by emerging to consciousness through some chance suggestion; but the things that are sure to return are those that have most strongly roused attention, the things that we have dwelt upon, that we have held up to close and prolonged contemplation. The visible or reproducible content of each man's memory evidences the habits of mind that he has indulged, the things in which he has delighted. It reveals his tastes; and as culture refines taste, and taste determines to a very great extent the content of memory, that content reveals each man's culture. Memory holds firmly whatever has been given into her keeping. What have you entrusted to her?

* Given before the Teachers' Association in connection with McGill Normal School, April 15, 1897.

You have lived your life in contact,—shall I say, in communion with nature, with humanity, with yourself, with literature. What from your experiences have you culled and given in charge to memory? The traveller Niebuhr, in his last days, days of old age and of blindness, spoke often of seeing again, returning to him in the loneliness of his wakeful nights, the solemn splendours of his oriental vigils, when in the black-blue depths of Syrian skies all the lamps of God were lighted. What have you read in the book of nature? What beauty of sky, or meadow, or forest, or river, or ocean, what forms or grace or hues of loveliness, returning from by-gone experiences, will cheer your hours of decay? In some aspects Milton's Paradise Lost might be called "Recollections of a Blind Old Man." What did he recall of the scenes through which he had wandered in his youth? How many recollections of calm summer evenings are blended in this delightful passage from the fourth Book!

> Now came still evening on, and twilight gray
> Had in her sober livery all things clad;
> Silence accompanied; for beast and bird
> They to their grassy couch, these to their nests
> Were slunk, all but the wakeful nightingale,
> She all night long her amorous descant sung,
> Silence was pleased; how glowed the firmament
> With living sapphires: Hesperus, that led
> The starry host rode brightest, till the moon,
> Rising in clouded majesty, at length,
> Apparent queen, unveiled her peerless light,
> And o'er the dark her silver mantle threw.

If you have not begun to do so, lose not another moment, but search as for hidden treasure for the inexhaustible beauty of the world into which you have had the privilege to be born. If you have not seen it, look for it and you will find it, for your eyes will find their sight, and your starved sense of beauty will expand and develop, until you know what Wordsworth felt, when he said,

> To me the meanest flower that blows can give
> Thoughts that do often lie too deep for tears.

You have lived in the world of men and women. You have mingled with your fellows. You have marked their actions. You have read their character. Do you sum them up as Byron does?

"Have I not
Near me, my mother Earth? behold it Heaven!
Have I not had to wrestle with my lot?
Have I not had my brain seared, my heart riven,
Hopes sapped, name blighted, life's life lied away,
And only not to desperation driven,
Because not altogether of such clay
As rots into the souls of those whom I survey?
From mighty wrongs to petty perfidy
Have I not seen what human things could do?
From the loud roar of foaming calumny
To the small whisper of the as paltry few
And subtle venom of the reptile crew,
The Janus glance of whose significant eye,
Learning to lie with silence, would *seem* true,
And without utterance save the shrug or sigh,
Deal round to happy fools its speechless obloquy."

If you thus sum your fellows, I am bold to tell you that you have looked upon them with no cultured eye. You have dwelt upon their failings. You have overlooked their noble characteristics, their generosity, their truth, their loyalty. Learn to read your fellows better, to estimate their motives more lovingly and therefore more truthfully. So shall your more highly cultured nature revise its first narrow verdict, and join all noblest voices in acclaim of the high, divine character that still ennobles manhood. Listen to Lowell.

For this true nobleness I seek in vain,
In woman and in man I find it not;
I almost weary of my earthly lot,
My life-springs are dried up with burning pain,
Now find'st it not? I pray thee look again,
Look inward, through the depths of thine own soul.
How is it with thee? Art thou sound and whole?
Doth narrow search show thee no earthly stain?
Be noble, and the nobleness that lies
In other men, sleeping but never dead,
Will rise in majesty to meet thine own;
Then wilt thou see it gleam in many eyes,
Then will pure light around thy path be shed,
And thou wilt never more be sad and lone.

Sometimes our discovery of the excellence that is in others comes full late. Gerald Massey says:

In this dim world of clouding cares
We rarely know, 'til 'wildered eyes
See white wings lessening up the skies,
The angels with us unawares.

Be well assured that culture is never small, mean, cynical, carping. It is ever by necessity of its origin, large-hearted and generous in its judgment of men and their motives.

You have had open to you the accumulated treasures of literature. For you, have been penned and preserved the choicest thoughts of the greatest men ; men of Palestine, men of Athens, men of Rome, men of Germany, men of France, men of those fruitful islands of Great Britain that have taught their speech, their commerce, their free institutions and their untrammelled thought to wider realms and more populous realms than wore the yoke of the Cæsars. What use have you made of your priceless opportunities ? Have you read a hundred master-pieces of literature, ancient and modern ? Have you thoughtfully, seriously, appreciatively read a score ? Are there ten, are there five of which you know the purpose, the plan, the general outline ; of which you can give a reasonably correct summary, and from which you can quote the best thoughts and the finest passages ?

If you only repeat what you have heard said respecting classic poetry, if you do not know from your own reading and study that the Iliad is the greatest, most simple, most artistic, most impressive, most completely integrated of all epics ; that in the tragedies of Aeschylus, *grandeur* and gloom reach their climax, that the orations of Demosthenes stand first among political speeches for their rapid, harmonious, vehement, logical, bold, uncompromising character, and first in their popular effectiveness ; that the treatises of Cicero are among the most pleasing, polished and convincing that ever were written ; that the Odes of Horace are the best *vers de société*, the most elegant trifles that ever were current in polite circles ; if you do not know this, at least you have made yourself familiar with English poetry. You can quote some at least of the exquisite passages of Shakespeare ; Prospero's address to Ferdinand in the Tempest beginning, "You do look, my son, in a moved sort, as if you were dismayed" ; Theseus' reply to Hippolyta in the opening of the first scene of the fifth act of the Mid-summer Night's Dream ; Portia's expostulation with Shylock, "The quality of mercy is not strained" ; Edgar's description of the precipices near Dover, in King Lear ; the incomparable soliloquy of Hamlet ; or at least some one of the countless beauties of the historic plays.

Perhaps you prefer the sonorous periods of Milton to Shakespeare's wood-notes wild. You can recite, then, the invocation to light in the third book of Paradise Lost, or the song of Adam and Eve : "These are thy glorious works, Parent of good," from the fifth book, or the pathetic close :

> Some natural tears they dropped, but wiped them soon ;
> The world was all before them, where to choose
> Their place of rest, and Providence their guide :
> They, hand in hand, with wandering steps and slow,
> Through Eden took their solitary way.

Is Milton ponderous, overweighted with antique learning ? No such objection can be urged against our modern poets. Great men have lived, and sung in our own time what will never cease from the music of the world. The brightness, the verve, the easy ceaseless flow of Scott, the marvellous music of the best pieces of Edgar Allen Poe, the Bugle Song, the Lotos Eaters, the Passing of Arthur of Tennyson, the homelier tender verse of Whittier and Longfellow ; what do you know of these ? Surely you can recite for us some of these songs of our own days. If you cannot, I fear you have missed much attainable culture. But it is not too late to mend. Begin at once to store your mind with masterpieces of prose and poetry.

Do not tell me that you have no memory for such things. You may have a memory enfeebled by want of exercise. But I will promise you that with three months of diligent endeavour you may so develop your unused powers that two readings of a piece of poetry of forty or fifty lines will imprint it on your memory.

You must begin by an intense, close study of some worthy bit of literature. You must examine its message reproducing the exact thought of the author in all its parts and relations with minute accuracy. You must then with equal microscopic care examine the form of the expression, metre, alliteration, assonance, rhyme, the structure of the periods, the appropriateness of the verbiage. At first this minute study will cost time and effort ; but with practice you will gain facility, so that you will be able to bend your attention on a passage read, with a comprehension at once wide in range and intent in scrutiny such as you do not now conceive possible. You will put more of thought into one reading than you now squander over a dozen dilatory and unimpressive perusals. Then it will have

become easy to remember. The memory thus exercised will grow not only quick but capacious and retentive. There will be no fear of recent acquirements extruding the old from the mind. Rightly learned, set into right relation with what the mind has previously mastered, each new acquisition will form new links to bind more firmly together all that the mind has acquired before.

Extract 6. *The Relation of Expression to Culture.*—For culture it is not enough to be familiar with the manner in which the most accomplished artists in words have expressed thought. Our own thought must struggle into expression; and that for two reasons. For, inasmuch as culture preëminently fits us for harmonious and pleasant intercourse with others, and fails to be effective in proportion as it fails to establish happy relations with others, there can be no such thing as a dumb, inarticulate culture. Culture, as an essential condition of its existence, must find some form of expression. The sense of beauty or of *grandeur*, that neither in art nor in language has utterance, can be communicated to no other soul, can awaken in it no response, has no more significance than the dull gaze of the ruminant cow that looks idly out from her hillside pasture on a fair wide landscape of which nothing but its grass is valued. Besides, beauty unexpressed is beauty vaguely conceived, indistinct, unimpressive, soon forgotten. You look at a beautiful sunset; you admire its rich harmonies of colour. Its splendours die down into the sombre tints of late twilight, and you forget it forever. But if you take your box of water colours and try to express in your sketch-book something of its beauty, although, contrasted with the incomparable tints of cloud and sky, your brightest colouring will look like mudstains on a white-washed fence, the efforts to express what you have seen a miserable failure, though it is likely to be, will reveal in it what otherwise you would never have seen, and will impress it on your memory. Or, if you try to reproduce the scene in word painting, although you lavish on it all the appropriate colour terms of language, mingling primrose and gold and orange and amber and scarlet and crimson in all the moveable tints of yellow and red, you will rightly feel your powers immeasurably inadequate to your task; but, nevertheless, your effort will have left you richer, richer in a more vivid conception of the glory of the sun-

set, and richer in your increased command over the resources of language.

I hope you write poetry; then I hope you burn it. Write it, that you may put your powers of expression to the severest test to which you can put them, and grow strong by the mental athletics. Burn it, that you may not add to the wishy-washy flood of verse slopped around by our self-styled poets. Burn it, until you find that you have something worthy to say that no one else has thought, or better, that you have consumate skill to say what everyone thinks.

Extract 7. *The Issue of Self-Culture.*—Our subject has been treated most inadequately. We have but touched its fringe here and there. Many important considerations have been passed without even cursory reference.

But if you are determined to know more of the subject and to pursue the path of self-development with new zeal, all that we could have hoped has been accomplished. You will study your physical powers and development. You will try the unfamiliar exercise of introspection, studying your mental characteristics with all the light that psychology can shed; and every faculty, as you learn what it is and what it can do, will be disciplined and trained to the highest efficiency. You will pass in review your desires and your will; for what is low you will seek uplifting, for what is impure you will seek purging, for what is errant you will seek guiding, for what is weak you will seek strengthening. Then, with bodily equipment robust, with intellect clear, with emotion and desire noble, with will imperial, you will esteem yourself a messenger of the divine, called forth from prenatal nothingness by the divine summons to reveal in a world of darkness and pain incarnate divine light and love and healing. To the weary you will be refreshment, to the struggling help, to the sad sympathy, to the wounded tenderness, to the despairing hope, to the dying strong consolation. Among your friends and associates you will move with such considerate cultured kindness that in the smallest things of life as well as in the greatest, in the tones of your voice, in the words that you choose, in every look, in every gesture, as well as in the use of your time, your influence, your fortune, you will be a protector of the weak, tender to childhood, chivalrous to womanhood, respectful to manhood, loyal in service, generous in command, everywhere and always a cultured, Christian gentleman.

ON THE NATURE OF GRAMMAR.

The grammar of the Latin, Greek, or German language is a very different thing from English grammar, as it is taught in the schools; and very different, too, from English grammar as it really is. We are prompted to add that English grammar as it is taught, differs about as widely from grammar as it really is. In the other languages, named above, grammar treats of the modifications of the forms of words, and the position of these words in the sentence, which are required to express certain specific meanings. Knowing its form and its place in the sentence, one would know its meaning, if he knew the grammar of the language. There are very many changes in the forms of words which the English language knows nothing of. Five or six cases, three genders for each, two or three numbers for nouns, pronouns, and adjectives, and different conjugations and declensions that make the pupil dizzy to think about; each expressed by some arbitrary modification of the root word, and to be learned in its likenesses to and differences from the others. It is no wonder that the German schools begin the study of grammar in the first year and continue it through the school life of the child. There was a time in the growth of the English when it had such a grammar. But it had vitality enough to burst these bonds of form and slough off most of the terminations and changes. The irregular verbs have kept more of them, to the great confusion of the children, and of many grown up children. But English differs from these other languages in being a "grammarless tongue," for the most part.

In what, then, does English grammar consist?

It is the analytic phase or side of the study of a sentence. In the study of anything, we consider it either as to its union with other things to make a larger unity than itself,—which is the side of the synthesis,—or we analyze it into its parts to see of what it is composed. The synthetic side of language study we call composition. The analytic side is grammar. Now, analysis and synthesis can never be wholly separated. In fact, we must always analyze at the same time that we unite, and we must always unite at the same time that we separate. But the force of attention may be directed to the synthetic process, because construction is what we seek to do. Or the force of attention may be directed to analysis because what we seek to know is

the parts that make up the unity. Nothing can be known without seeing it as a whole composed of parts. In English grammar the force of the attention is directed to the discovery of the parts of which the sentence is composed, and of their relation to each other in forming the unity called the sentence. The end sought is the knowledge of the sentence as a whole through the study of the parts that compose it. In composition we may know in a clear but distinct way, the sentence as a whole, but grammar adds distinctness to this knowledge. Composition sets the sentence off clearly from others, and views it as distinct from them. Grammar looks into the sentence itself, and gives distinctness to the elements that compose this whole. The two together form the synthetic-analytic, or double-faced, activity that belongs to all knowledge and all intellectual processes.

The teacher who grasps the meaning of this statement will see that the study of the nature of the parts of speech is really one of the very first things to do in studying grammar. There is more wisdom than we knew in those grammars of the olden time which began by defining the "Parts of Speech." And possibly those grammar-makers builded better than they knew.

Our purpose in this has been to show, in a few brief statements, the nature of grammar as a branch of language study, and its intimate and necessary relation to composition. This brief discussion will be seen to justify that definition of grammar with which the ancient text-books began, viz.: "Grammar teaches us how to speak and write the English language correctly."—G. P. B., in *Public School Journal.*

Editorial Notes and Comments.

—The Convention of the Teachers' Association of the Province of Quebec, to be held in the month of October next, bids fair to be a successful gathering. The regular meetings will be held in the Normal School, while the authorities of McGill University have placed at the disposal of the executive the spacious halls of the Peter Redpath Museum for a Conversazione and representative gathering. Among the speakers fron the other provinces who are expected to be present are the Hon. Dr. Ross from Ontario, the Hon. Attorney-General of Nova Scotia, the Rev. Mr.

Maxwell, M.P., of Vancouver, from British Columbia; and from the Province of Quebec itself, the Hon. Judge Lynch, Principal Peterson, of McGill University, Dr. Robins, Principal of McGill Normal School, Dr. Harper, President of the Association, and other representative educationists.

—UNDER the heading, "A Blot on Progress," the *Canadian Magazine* carries its arraignment of the public school system of Ontario a step farther. The editor says: "Ontario's educational system needs serious attention from those people in that province who have not yet investigated its deplorable features. Its praiseworthy features are numerous and have been sufficiently worshipped; it is time now that the other side of the system should be investigated." According to him, two of the greatest defects are: first, the teachers of the public schools are too young and improperly qualified; second, the system is permeated with villainous examinations which are made the sole object of a student's ambition. In connection with the first defect the following quotation from the *Canadian Teacher* is given: "It seems a very strange thing that while the statutes of our province declare it unlawful for a veterinary surgeon, a dentist, druggist, doctor, or lawyer to pursue his vocation before the age of twenty-one years, that it should be considered legal for boys and girls of eighteen years to try their 'prentice hands' on the formation of the future men and women of our country. If a boy of eighteen is not fit to bleed a horse, pull a tooth, or sell a pill, surely he is not fit to take in charge the educational training of our future citizens. If the age limit were raised to twenty-one years, only those who intended to remain permanently in the profession would wait until that age to qualify for it; and all those who wish to teach for a year or two in order to secure a little money to aid them in further pursuing the studies of their chosen calling, whatever that might be, would be compelled to look elsewhere than to the teaching profession for a chance of so doing. This would give permanency to the profession, secure our children from the experimenting of inexperienced boys and girls, and thus raise the status of our schools."

Speaking of what he terms "villainous examinations," the editor says they are pernicious in their tendency. "Pupils are trained for the special purpose of passing exam-

inations, and teachers are really, though not nominally, paid by the results. Students are not taught to study because of the pleasure it will bring, but because it is necessary to pass one or other of the numerous departmental examinations. They are forced by the superior will of their teachers to study intensely and earnestly until, in many cases, they break down under the strain, or acquire a dislike for books which dwarfs their after-life. Those who are strong enough to bear the strain are forced along into the teaching profession or into the university, and thence into some one of the professions. Farmers' sons, being more rugged, thus become the lawyers, doctors, professors and teachers of the day ; agriculture is neglected, and the basis of the prosperity of the Province is injured. Besides being pernicious in this tendency, the useless examinations of this system cost the Province $100,000 a year in hard cash." These recriminations are well enough, if they serve no other purpose than to awaken the people to the enormous interest they have in making their educational system the best ; but they have little that is practical about them. It is easy enough to pull down, but rather more difficult to build again. In the matter of examinations, we are of the opinion that they are a necessity to any efficient system of education and will continue to be until some great intellect devises a substitute that will have all the virtues and none of the vices of school examinations.

— Some of our readers are no doubt thinking over the idea of attending the great Convention of the National Educational Association to be held this year at Milwaukee, Wisconsin, from the 6th to the 10th of July. The various committees of the local organization are actively preparing in the most generous manner for the entertainment of 20,000 members. The Committee on Hotels and Accommodation have found the very best families in the city ready to open their doors to the teachers and their friends. An excellent system has been established for locating guests in good homes at moderate prices. Application for accommodation should be made to the Secretary, Wm. George Bruce, Milwaukee, Wis. Special rates have been arranged for with the various railway companies. The programme, which is an excellent one, may be had by sending a postcard to the secretary of the local committee, who will gladly supply all necessary information.

— In connection with the celebration or commemoration of the Queen's Diamond Jubilee, this extract from a circular letter addressed by the Minister of Education for Ontario to the school inspectors may be of value. It embodies almost the same suggestions as were given in a former number of the Record. "In order to make the occasion of Her Majesty's Diamond Jubilee profitable to the pupils attending the Public Schools, I would suggest that you direct the teachers of your inspectoral division to devote the Friday afternoon preceding the 21st of June to a consideration of the most notable events in Her Majesty's reign, particularly those bearing upon the progress made in science, invention, and education. In addition to this, the history of Canada in relation to the Empire might, with great advantage, be considered in brief addresses by trustees and others whose services would no doubt be available. I would also venture to suggest that a portrait of Her Majesty, appropriately framed, be placed in every school-room in your division, that the memory of the Sovereign, whose wisdom and virtues are recognized throughout the world, might be the more deeply impressed upon the pupils. Would you, therefore, kindly bring this subject to the notice of your teachers, either by circular addressed to each individually, or, if there is still opportunity, by calling attention to it at the meeting of your institute in May. As subjects of that great Empire over which Her Majesty has reigned so long, we should endeavor to make the approaching festivities an occasion long to be remembered by those who, before many years, will be entrusted with the duties and responsibilities of citizenship."

—In the *Atlantic Monthly* for May, Mrs. Henry Whitman, speaking of the ideal school-house, says: "To begin with, the entrances of a schoolhouse should be made as inviting as those of a home. If there be a yard, no matter how small, it should have, first of all, evergreen trees in it, or some bit of leafage which, winter and summer, would bring a message from the woods; it should have flowers, in their season; and vines should be planted wherever possible. Within the school every color should be agreeable and harmonious with all the rest. Ceiling, floor, woodwork, walls, are so to be treated as to make a rational and beautiful whole. In entrance halls, for example, where no studying is done, a fine pleasing red or cheerful yellow is an excellent

choice; in bright sunny rooms a dull green is at once the most agreeable colour to the eye, and perfect as a background for such objects as casts or photographs. In a room where there is no sunlight, a soft yellow will be found of admirable use. The ceilings should be uniformly of an ivory white tint, which will by reflection conserve light, and will be refined and in key with all other colors. The treatment of wood is a study in itself. Briefly and for practical use wood can be treated in two legitimate ways: either it can be painted with relation to the wall colors, or it can be stained to anticipate the results of time upon wood surfaces.

Current Events.

AT the annual meeting of the Teachers' Association in connection with McGill Normal School, the thirty-fifth annual report read by the Secretary, Principal W. A. Kneeland, showed that the association was making good and solid progress. The treasurer's report was also of a highly satisfactory character, being the best of its kind the association has heard for some years. The election of officers resulted as follows: President, Miss Binmore, M.A., (re-elected); vice-presidents, Miss Peebles, Superintendent Arthy, Dr. Robins, Miss S. Rodger; secretary, Principal Kneeland, B.C.L., (re-elected); treasurer, Principal MacArthur, B.A.; executive council, Mr. W. H. Smith, Mr. N. N. Evans, M.A.; Mr. Patterson, M.A.; Miss Moore, Miss Robins, B.A.; Mr. F. J. A. Bacon, B.A.; Mr. Wellington Dixon, B.A.

—OWING to the convention of the American Institute of Instruction, to be held in Montreal, from the 9th to the 12th of July, it has been decided that the usual institutes will not be conducted this year. We have not received as yet any definite information regarding the convention, but any of our readers who are desirous of particulars regarding it may have them by applying direct to Mr. Albert E. Winship, editor of the *Journal of Education*, Boston, who is president of the Institute.

—AN exchange says that the school elections recently held in the state of Iowa, were "disgraceful." It states that money and liquor were made use of freely and openly by both parties; and adds that in one district, at least, the election of members was completely controlled by politics,

"the free silver men electing their candidates." This of a truth indicates a fine state of affairs and a healthy and vigorous public opinion!

—At a recent meeting of the school board of a Massachusetts town, the rules were amended, so that the announcement of the marriage of a female teacher is to be considered equivalent to a resignation. The rule does not apply to married women who are already teachers, nor will it prevent the hiring of married women as teachers. The new rule really means that the teacher who marries must hand in her resignation, and the board may accept it or not, as circumstances may warrant.

—Still another university has recognized the claims of the teaching profession to representation among the courses furnished attending students. Syracuse University has added a course of pedagogy to its curriculum.

—Speaking of the changes and developments that have taken place in the various human activities during Queen Victoria's long reign, a writer in the *Ladies' Home Journal* says: "Books, sixty years ago, were few in comparison with now. The public libraries of the United States, all put together, had only half a million volumes in 1837. This is less than the Boston Public Library contains to-day. Three of our American libraries have together more books than were in all the public libraries of England, Ireland, Scotland and Wales when Victoria ascended the throne. Ignorance was general. Forty per cent. of the men and sixty-five per cent. of the women of Great Britain could not write their own names when Victoria became their Queen. The National education system was but three years old; its money grants amounted to only $300,000. The United States now spends $140,000,000 a year for teachers and superintendents of our public schools."

—The principal of one of the schools in South Carolina complains that one great drawback to education is the ignorance of many commissioners and their neglect of the schools. They vie with each other in engaging the cheapest teachers, and one commissioner is quoted as saying that "he had teachers he could furnish for ten dollars a month, the teacher to pay his own board!" Even then, in some places, the teachers never receive their pay under a twelve month from the time the money is earned.

—THE great "public schools" of England are few in number, the best known of these being Eton, Harrow, Westminster, St. Paul's, Charterhouse, and Rugby. These schools have from 300 to 1,000 boys each, and they fit them for the universities or for business life. The lowest age of admission is from 10 to 12 years, although connected with some of these are junior schools to which younger boys are admitted, but the pupils have very little in common with the main schools. The boys are generally cared for by the "cottage system." Each house, which is in charge of one of the masters of the school, contains about 35 boys. The annual expenses vary from $480 to $800, which is materially lessened for the brightest boys by scholarships. These are obtained by competitive examination, and the holders are educated at the expense of the school except that they pay about $100 each in annual fees.

Literature, Historical Notes, Etc.

QUEEN VICTORIA.

[Our teachers will find the following article, taken from the *School Journal*, useful in speaking to the children about the fast approaching Jubilee celebration.]

Shortly before one o'clock, on the 22nd day of June, a little woman with gray hair and kindly blue eyes, who is less than five feet tall, yet is every inch the Queen, will halt in her carriage before St. Paul's Cathedral and alight among the clergymen grouped about the door. As she enters the building a *Te Deum* will be sung by a choir of 500 voices from St. Paul's, Westminster Abbey, the Chapel Royal, and St. George's at Windsor. One collect will be read by the Bishop of London, and another by the Dean of St. Paul's. The Archbishop of Canterbury will pronounce a benediction and the religious exercises in connection with the Queen's Jubilee will be ended, the whole service occupying little more than twenty minutes.

This, however, will be but a beginning of the celebration. The festivities will extend from one side of the British realm to the other, even the colonies taking part. And, what does it all mean? Victoria Wettin will, on the 20th of June, have completed her sixtieth year as Queen of England. A longer reign than has been recorded for any other

English Sovereign, that of her grandfather, George III, being but fifty-nine years and thirty-seven days.

The Queen's Jubilee will mean a rich harvest for the trades people of England. Arrangements for the grand procession have been preparing for many weeks. The rent of the windows from which it can be seen will be from one to six hundred dollars apiece. Crimson cloth, gilding and silk will be lavishly employed, with quantities of the rarest flowers. The Bank of England will be decorated with immense figures representing the lion and the unicorn fighting for the crown, with the shamrock, the thistle and the rose about them. There will be the motto, "Honi soit qui mal y pense" (evil to him who evil thinks), and over the entrance the line from Tennyson's Ode to the Queen, "She wrought her people lasting good."

BIOGRAPHICAL SKETCH OF HER MAJESTY.

Victoria Alexandrina was born May 24, 1819, in Kensington Palace, London. She is the only daughter of the Duke of Kent, her mother being Victoria, Princess of Saxe-Coburg, and it was not until she was crowned that she was known as Victoria. As a child she was called the "Princess Drina."

Little Princess Drina was very fond of dolls, and it is said that she had a hundred and thirty-two, for which she made the daintiest dresses, her needlework being very fine. Every morning at 8 o'clock she had her simple breakfast of bread, milk and fruit. Then she walked or drove for an hour, and afterwards she studied her lessons until 12 o'clock. At 2 came dinner; then lessons again until 4, after which she would ride, or walk, or sit out under the trees until 9, when she retired, her bed being close beside her mother's. So simply had she lived that on one occasion, when taking a journey with her mother, on being asked what she wanted for refreshments, she replied: "A small piece of stale bread" Her uncle, William IV, died on the 20th of June, 1837, and Victoria became Queen, though she was not publicly crowned for a year. A new crown had to be made for the young Queen, for the old one, weighing seven pounds, was too heavy for her head. At the coronation she wore a robe of crimson velvet, trimmed with ermine and gold lace, her train being borne by eight young women of noble rank. Sitting in St. Edward's chair, she was anointed on head

and hands with holy oil, and then she was given the imperial robe, the sceptre, and the ruby ring, while the new crown was placed on her head.

As the dukes were coming to her, one by one, to swear allegiance, Lord Rolle, who was over eighty years of age, stumbled and fell down the steps leading to the throne. With the quiet dignity which has always been hers, the queen rose and reached out to him her hand, amid the applause of the multitude.

As queen she has always been very thorough in her official duties. When Lord Melbourne once brought her a paper which he said she might sign without examination, as it was not of very great importance, she said, "It is for me a matter of paramount importance whether or not I attach my signature to a document with which I am not thoroughly satisfied."

In 1840 Queen Victoria was married to her cousin, Albert of Saxe-Coburg-Gotha. The prince devoted himself to the happiness of the queen, and was of great assistance to her in the performance of her official duties. Probably no other queen ever spent a married life so very happily as Queen Victoria. Prince Albert was a man of rare mental gifts, as well as personal attractions. He was highly educated, being especially fond of music, art and natural science. He considered himself an unofficial counsellor of the Queen, devoting himself to his duties with a conscientiousness hardly appreciated until after his death. This came in 1861, shortly after the decease of the queen's mother. In the intensity of her grief, Victoria lived for several years in absolute retirement. When she appeared once more, at the opening of parliament, she did not attempt to read her speech, as she had done in former years, but left that duty to the chancellor. In 1886 she took part at the opening of the Indian and colonial exhibition at South Kensington, and the next year her jubilee was celebrated with great joy.

Nine children were born to Victoria and Albert. They were reared as simply as the Queen herself had been. Once as a sailor carried one of the daughters on board the royal yacht he said, placing her safely on deck, "There you are, my little lady." The child replied, "I am not a lady, I'm a princess." The Queen answered, "You had better tell the kind sailor who carried you that you are not a little lady

yet, though you hope to be one some day." Grace Greenwood says that Prince Albert and his son were riding across London bridge, one day, when the keeper saluted them. The prince returned the salute, but his son rode on. "My son, go back and return that man's salute," his father commanded, and the order was instantly obeyed.

Queen Victoria never forgets her servants. She has decided that at the time of the celebration, every member of her household who has been with her for fifty years shall receive a gold medal ; those with her for twenty-five years, a silver one, while those who have served her for less than twenty-five but more than ten will be rewarded with a beautiful badge.

Practical Hints and Examination Papers.

A NATURE LESSON.

THE DANDELION.

One or two days previous to that fixed upon for the lesson, tell the children the subject and ask them to find out as much as possible about the dandelion.

The lesson may begin by drawing from the pupils all that they know concerning the plant. The facts, that it comes early in spring, is of the nature of a weed, is looked upon as a nuisance by people who desire nice lawns, and has a bright yellow flower, are well known to all.

Each child being provided with a plant, we then examine the different parts closely.

PARTS.

1. Root.—Large, brown outside and white inside. It is thick in the middle, and has attached to the main part small rootlets. The roots are hard to dig up. They are used as a medicine.

2. Stem—Long, smooth, and hollow. A lighter green than the leaves. It has sap inside that looks like milk, is very bitter, and stains the hands.

3. Leaf—Long, green, and narrow. It is deeply indented like teeth in a saw. The name of the plant, which means "teeth of the lion," was evidently suggested by the shape of the leaf. The leaves are used by some people for a salad.

4. Flower—Bright yellow, and made up of many little parts. It closes at night and opens with the sun. When

the blossom grows old it turns into a fluffy ball of down. The children call this a clock, and play "telling the time" by the number of puffs needed to clear the stem. The wind carries the down away, and at the end of each part is a little seed which, when it falls into the ground, grows into a dandelion.

The children may try to draw the leaf and flower. Coloured pictures may be put on the board.

Teach at least these two verses of poetry :

"Gay little dandelion
Lights up the meads,
Swings on her slender foot,
Telleth her beads,
Lists to the robin's note
Poured from above;
Wise little dandelion
Asks not for love.

Pale little dandelion,
In her white shroud,
Heareth the angel breeze
Call from the cloud;
Tiny plumes fluttering
Make no delay;
Little winged dandelion
Soareth away."

As an exercise in reading and language place the following questions on the board, to be answered, of course, in writing :

1. What do you know about the leaves of the dandelion ?
2. How does the sap in the stems taste ?
3. If you had no dandelions in your grass how might they get there ?
4. What other yellow flowers have you seen ?

—Rhoda Lee, in the *Canadian Teacher*.

—Composition.—Write a composition of about 40 lines on the following subjects, taking the topics given as an outline :

A Pic-nic.—Topics :

(*a*) Preparations.
(*b*) Arrival at the grounds.
(*c*) Description of the grounds.
(*d*) The games engaged in.
(*e*) The refreshments.
(*f*) The breaking up of the pic-nic and the return home.

SCHOOL-ROOM OXYGEN.

A visitor, entering the school-room, notes at once the amount of oxygen in the moral atmosphere, and prolongs or shortens his visit accordingly. No one likes to stay where he is stifled, and everybody likes to stay where there is plenty of June air and sunshine. This is a school axiom; hence, every teacher who has few callers may infer that there is a "reason why;" that she can remove.

The real teacher is a real prophet. Her local forecasts always read, "Fair for to-morrow." Since she has the making of the school weather, she is *sure*. So are her patrons, too, and they come.

The idea, teachers, of weather probabilities, in our school-rooms, when they should be certainties, every time!

How delightful to enter a school-house where every child is breathing in pure, life-giving influence; where the teacher's "way" with her pupils, is so like the loving elder mother sister's way, that she wins and holds their allegiance. Her face may not wear the smile supposed to captivate children; she does not baby the youngest, nor use expedients to win the eldest; there is no need, since herself satisfies them. Little hands go out to brush her dress as she passes them, as if to give her the heart-caress they know she likes. The children whom she calls to her do not stand at arm's length, but so near her that arms touch, and teacher and pupil seem to find excuse for not moving away. The surroundings fit; all so pure and health-giving that every part of the child nature is being supplied with the nutriment (stimulus) it needs to insure the growth of morally strong men and women.

An ideal school this? No, real to every teacher, who knows, by happy experiment, that tactfulness, guided by a genuine love for children, is the great controlling force in school-room work.—*School Journal.*

—Boys and girls of sluggish intellect are to be found in all schools, and the skill and patience of the teacher are much exercised in dealing with them. The success with which dullards are treated, however, is one of the tests of a good teacher, and it is really more creditable to bring out the latent intelligence ef stupidity than to foster the growth of precocity.—*Cycl. of Ed.*

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

Section I.

1. Analyze the following stanza :

Over the fields of clover
And down in the river-damp,
The fire-flies search till the morning,
Each with his flickering lamp.

2. Parse all the words in the last two lines.

3. What is meant by "sentence-drill ?" Why is it necessary to study grammar ? How many parts is grammar divided into ? Name and define them.

Section II.

4. Give the definitions of the grammatical terms, *verb*, *adverb*, *case*, *mood*, *abstract*.

5. Write out in full the indicative tenses of the verb *strike*.

6. Parse the verbs in the following sentences : Champlain *founded* Quebec. Quebec *was founded* by Champlain. Champlain *was founding* Quebec. The navigator *found* Quebec at last.

Section III.

7. Correct the following sentences and write out the grammatical rule that was broken : Between you and I, he thinks he is smarter than me. He writes more correctly than any of us. Is it me that you mean ? You hadn't ought to say these there things about no one. Champlain he founded Quebec, when sent out from France for to explore the St. Lawrence.

8. Give five nouns that have two distinct gender forms, five adjectives of irregular comparison, and five irregular transitive verbs. Indicate the irregular forms in every case.

9. Write out the table of the personal pronouns with their declensions.

DICTATION, READING AND WRITING (FOR ALL GRADES.)

Dictation.

Grade I. Model School.—The first eighteen lines on page 219, of the Fourth Reader, beginning with a paragraph. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL OR GRADE I. ACADEMY.—The first twenty lines on page 306 of the Fifth Reader, beginning with a paragraph. This dictation is to be given on Monday morning, from 10.30 to 12.

GRADE II. ACADEMY.—The paper set by the A. A. Examiners shall be taken by this grade. In giving the dictation, the deputy examiner or teacher should first read over the whole passage continuosusly to the pupils, and then read out the sentences phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

Reading.

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis. The pupil who takes less than 75 marks in this subject as well as in dictation will be considered as having failed in the subject.

Writing.

The paper set by the A. A. Examiners is to be taken only by the pupils of Grade II. Academy; for the pupils of all other Grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

FRENCH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Translate into English.—Je déjeune à huit heures avec mon père et ma mère. Nous avons souvent de bonnes choses à manger. Je demeure dans la province de Québec, dans la ville de..... et je vais à l'école à neuf heures tous les jours, excepté le dimanche. Il y a trente élèves dans notre école. Je ne crois pas que j'aurai un prix.

2. Translate into French :—I take three meals a day, breakfast, dinner and supper. There are many fine articles in the shop windows of the town. I have never lived in any country but Canada. It is half-past three and I must make haste. There is generally a number of prizes given every year.

3. Answer the following questions in French:—When do you take dinner every day? What work do you do between breakfast time and dinner? How many teachers are there in your school, and how many boys? How many months are in the year, how many days in the week? Name them. What day of the month is this? What are the names of the articles on the teacher's desk?

Section II.

4. What is the French for:—Horse, eye, right, left, up, down, master, mistress, sun, moon? What is the English for: *bon, meilleur, pied, bras, affaires, ville, foule, rivage, glace, ciel?*

5. Give ten adjectives in French, and place them before six appropriate nouns with the article denoting the gender.

6. Quote any verse from the Bible and translate it into French.

Section III.

7. Give ten verbs in French, and give their equivalents.

8. Write out in full with the English all the tenses you know of the verb *avoir*.

9. Translate into French:—How do you do? Where are you going to-day? We are having excellent weather for this time of the year. Are there many going to the pic-nic, do you think? Are any of your brothers or sisters going with you? How long do you expect to be away?

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. What is the sum of 9149+6738+8235? Ans.....
2. Multiply 4848 by 25 and divide by 3. Ans
3. Divide 10 gross by 5 dozen. Ans
4. Multiply 348,652 by 19. Ans.....
5. How much is $\frac{1}{4}$ of $\frac{1}{7}$ of 5670? Ans.....
6. Subtract from 19 score of apples ten dozen. Ans.....
7. How many drams are there in 6 lbs? Ans.....
8. How many yards are there in 90 miles? Ans.....
9. Divide 48 feet by 4 inches. Ans.....
10. Multiply 647829 by 81. Ans.....

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only. No marks will be given when an erasure has been made in the answer.

Signature of pupil,.....

Grade,.....

ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. Find the sum of $33.28, $1645.22, $864.98, $2.03, $88.88, $64.59, $29.38, $3608.29, $450.45, $72.75, $684.58, $92.98, $78.38 ; from the sum subtract $184.56, and multiply the remainder by 365.

2. Divide $9867542.36 by 98 and prove by multiplying the divisor and quotient that you are correct.

3. Bought 375 tons of anthracite coal for $6.75 a ton ; 982 tons of Nova Scotian coal for $2.40 a ton ; 675 tons of Scotch coal for $3.50 a ton ; and 99 tons of Welsh coal at $6 a ton. What was the full amount paid for the coal thus purchased ?

Section II.

4. Find the prime factors of 19175 and the Greatest Common Divisor of 840, 312 and 408.

5. What is the Least Common Multiple of the numbers between 20 and 40, both of these numbers being included ?

6. Find the sum of $8\frac{1}{2}$, $25\frac{3}{7}$, 19, and $68\frac{4}{11}$; and subtract from the sum, $3\frac{6}{7}\frac{1}{7}$.

Section III.

7. I bought $\frac{2}{7}$ of $84\frac{4}{5}$ acres of land for $\frac{4}{9}$ of $\$3584\frac{7}{8}$; what was the price per acre ?

8. Find the value of :

$$\tfrac{5}{7} \text{ of } \tfrac{4}{15} - \tfrac{1}{14} \div \left(\tfrac{3}{4} + \tfrac{4}{7}\right)$$

9. A man sold $\frac{5}{12}$ of his farm at one time, $\frac{3}{7}$ at another and the remainder for $180 at $45 an acre ; how many acres were there in the farm ?

CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

Section I.

1. This is the four hundredth year since the Cabots set sail to America. Write a paragraph about these explorers.

2. Name the other English explorers in the West. Which of them had the most to do with the history of Canada ? Give an account of his principal voyage.

3. Describe Champlain's exploration up the river Ottawa ?

Section II.

4. Give an account of the times of Governor D'Ailleboust.

5. What part did Governor Haldimand take in colonizing the country west of the river Ottawa? Who were the U. E. Loyalists?

6. What was a Seignior? What was a Freeholder? What is meant by Feudal Tenure?

Section III.

7. What is an Act of Parliament? Give the meaning of the terms as used in connection with Parliament: *adjourned*, *prorogued*, *dissolved*.

8. Under what circumstances was the Alien Bill passed during the time of Sir James Craig?

9. Enumerate five prominent events in connection with the war of 1812-14.

ENGLISH (GRADE I, MODEL SCHOOL.)

Section I.

1. Write three verses of poetry, each verse from a different author; and give the title of the piece with the name of the author.

2. Write out the first two stanzas of "The Soldier's Dream."

3. Who wrote: (*a*) "Heat me these irons hot."
(*b*) "Out and in the river is winding."
(*c*) "All day the low-hung clouds have dropped Their garnered fullness down."
(*d*) "We buried him darkly at the dead of night."

Section II.

4. Give the derivation and meanings of the words: — *Postern*, *spume*, *garnered*, *abrupt*, *continuous*, *conviction*; and add prefixes to the following words: *light*, *heart*, *take*, *rest*, *dim*.

5. Spell the following words correctly: Irressistible, centurys, prepareing, consious, melancoly, buisness, ocasion, untill, skilfull, seperate.

6 Write out ten sentences of at least fifteen words in length, each containing one of the above words respectively, to show that you know their meaning.

Section III.

7. Write an essay on "Our Dominion," or on "The Beaver."

8. Tell in your own words the story of "How they brought the good news from Ghent to Aix."

9. Reproduce in your own words the paragraphs read to you twice by the examiner. (Gage's Reader IV, page 204. "Advice to young men," paragraphs 1 and 2.)

DRAWING, (GRADE MODEL I. SCHOOL.)

1. Draw a square with its diameters and diagonals intersecting, and by joinining the middle points of the half of these form a symmetrical star.

2. Draw a cone and a square pyramid three inches in height.

3. Draw from memory the picture of any animal. (The picture will receive no marks if it is not carefully drawn in due proportion.)

4. Enlarge the figures given below one and a-half times and be sure and complete them with a carefully drawn finishing line. (No ruler is to be used in drawing any of the figures required in this paper. The paper used must be drawing paper cut to the proper size.)

BOOK-KEEPING (FOR ALL GRADES.)

1. What object is to be gained by keeping a set of books? What book would be sufficient to shew a man whether he is living within his income or not?

2. Are the terms *debtor* and *creditor* ever applied otherwise than to persons? If so, what is their meaning in such cases?

3. What is the purpose of closing an account. Describe in full the method of closing an account. What is meant by "posting one's books?"

Section II.

4. What is the difference between an *invoice* and an *account*? What is an *invoice register*? What entries are made in it and when?

5. Draw up in your neatest writing the business form of an account between Alex. Campbell and Macpherson Mc-

Lean & Co., including at least ten items and amounting to $345.16.

6. What is meant by the following abbreviations: C. O. D., E. & O. E., mdse., inst., ult., pp., %, c/o., hhd., no.

Section III.

7. Explain what is meant by a "Draft payable at sight." Write out the form.

8. What entries have to be made when goods are returned that have been charged to customers? Illustrate by a Ledger Account drawn up by yourself.

9. Explain the following business terms: *Underwriter, voucher, deficit, assignee, audit, balance sheet, inventory, policy, premium, discount.*

PHYSIOLOGY (FOR ALL GRADES.)

Section I.

1. Give name, location, and office of each of the two general divisions of the brain?

2. Explain the meaning of the terms:—Narcotic, Fracture, Dislocation, Sprain, Artery, Cerebrum, Pleura, Saliva.

3. Describe the two processes in respiration.

Section II.

4. Name the special senses and tell which have organs protected by the bones of the skull and face.

5. Muscles are said to be voluntary, involuntary, flexors, and extensors. Define each and give an example.

6. Name five fluids with which the food is mixed during the process of mastication and digestion. What are the ingredients of the blood?

Section III.

7. Describe the effects of impure air on the human system, and show the benefits derived from proper ventilation.

8. What are the physiological arguments advanced against the use of alcohol? What organs are affected by it when it is taken into the system?

9. What danger is there in encouraging children to walk at too early an age? Describe the structure and composition of the bones.

GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY.)

Section I.

1. Name all the rivers in North America that flow into the Atlantic Ocean.

2. Name the States that lie along the boundary-line between Canada and the United States, and give the names of the capitals of these States. (This question is to be answered in parellel columns.)

3. Describe the natural features of the western coast of North America, naming the coast-waters and capes.

Section II.

4. Draw a map of Nova Scotia, with at least fifteen names of rivers and towns neatly inserted. (No marks will be given to a map drawn carelessly.)

5. What is included within the "Canal System" of Canada? Name five towns and cities connected with the Canadian Canal Trade, and name all the canals.

6. What and where (give situation as exactly as possible) are the following places: Calumet, Mistassini, Chaudière, Magog, St. Clair, Yukon, Nanaimo, Calgary, Goderich, Souris.

Section III.

7. Draw a map of South America with its various countries indicated. Mark the course of the Amazon and its tributaries, writing in their names.

8. Enumerate the exports of the various countries of South America.

9. Where (give situation as exactly as possible) are the following places: Bogota, Quito, Buenos Ayres, Santiago, Lima? Write a sentence in connection with each place, describing some striking feature of its importance.

SACRED HISTORY (MODEL SCHOOL, GRADE I.)

Section I.

1. Write out the verses of the Sermon on the Mount that refer to alms-giving, and treasure-storing.

2. What is the "golden rule?" What was the "new commandment" Christ gave to the world? Is there any corresponding commandment in the decalogue?

3. Repeat the story of the "Prodigal Son."

Section II.

4. Write out the words of the Fourth Commandment. What does Christ say about the keeping of the Sabbath ?

5. Compose five sentences of twenty words each, narrating separate events in the life of Christ.

6. Name five of Christ's miracles and describe any one of them.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

1. Analyse the following stanza :

> Feudal realm of old romance,
> Spain, thy lofty front advance,
> Grasp thy shield and couch thy lance.

2. Parse the words *realm*, *front*, *advance*, *Spain*, *couch*, *thy*, *lance*.

3. Give the definition and derivation of all the grammatical terms used in parsing a *noun* in full.

Section II.

4. What is a transitive verb ? What is a copulative conjunction ? What is an abstract noun ? What is a qualitative adjective ? Give examples with your definitions.

5. What is meant by "sentence drill ?" How often have you had it in your school during the year ? Make the three kinds of sentences, with not less than twenty words in each, containing an item of geographical fact.

6. Analyze all the sentences in any four or five lines of poetry you have committed to memory.

Section III.

7. Name the parts of speech that have number and person and define them.

8. What adjectives are irregularly compared ? What is comparison ?

9. Re-write the following composition and make the necessary corrections, filling in the words left out.

The———in which I wrought laid on the southeren shore of a nobble———bay, or frith rather, with a———clear stream on the———side, and a fir-wood on the other. It had been opened in the old red sandstone bank of dilluvial clay.

ALGEBRA (GRADE II. MODEL SCHOOL.)

Section I.

1. If $x=19$, find the numerical value of :

$$\frac{7x+5}{23}+\frac{9x-1}{10}-\frac{x-9}{5}+\frac{2x-3}{15}$$

2. If $x=3$, $y=4$, and $z=0$, find the numerical value of :

$$\left\{5x^2+2\,(y+2)^2\right\} \quad \left\{5x^2-2\,(y+3)^2\right\}$$

3. Simplify :

$$(2a^3+2a^2b+2a\,b^2)-(2a^3+a^2b+a\,b^2-b^3)+(a^3-a^2b-a\,b^2-2b^3)$$

Section II.

4. Define, *term*, *coefficient*, and *factoring*.

5. Take $x^4-4x^3y+6x^2y^2-4x\,y^3+y^4$ from $x^4+4x^3y+6x^2y^2+4x\,y^3+y^4$, and subtract the result from their sum.

6. Subtract the sum of the quantities $a^4+2a^2b^2+b^4$, and $a^4-2a^2b^2+6^4$, and $a^4-2a^2b^2+b^4$ from $6a^4+8a^2b^2+6b^4$.

Section III.

7. Multiply $a^2+2a\,b+b^2$ by $a^2-2a\,b+b^2$.

8. Divide $a^6-a^4b^2-a^2b^4+b^6$ by $a^3-a^2b-a\,b^2+b^3$.

9. Find the continued product of x^4+y^4, x^2+y^2, $x+y$, and $x-y$.

N. B.—All the work must be shown. No marks will be given for the mere answer even should the answer happen to be right.

FRENCH (GRADE II. MODEL SCHOOL.)

Section I.

1. Translate into English :—Un voyageur rencontre un Canadien dans la forêt. La vache n'est pas borgne de l'œil droit. Le roi dine à huit heures avec ses courtiers dans la grande salle. Sur le chemin de l'école il nous faut glisser l'un après l'autre sur la glace. Je vais faire mes adieux à mes professeurs aujourd'hui. Tant pis pour vous, vous n'étudiez pas maintenant, ni la géométrie, ni les langues modernes, ni le grec. J'espère que vous vous amuserez beaucoup. Donnez-moi un verre d'eau s'il vous plaît, mademoiselle.

2. Translate into French :—Do you go into town often ? Did they go away when they came to the level place ? The little man resented in a lively way the insult he had received. The judge was thoroughly convinced that the man was not guilty. How many times have you been absent from school this year.

Section II.

3. Answer in full sentences of at least ten French words each, the three queries in question 2.

4. Give the parsing of *rencontre*, *est*, *dine*, *glisser*, *étudiez*. *espère*, *donnez*.

5. Give the different forms the article assumes in French, What is the difference between *j'ai d'argent* and *j'ai de l'argent* : between *je t'aime* and *je vous aime*.

Section III.

6. Translate into French :—They have not. He has not. Has he not ? We were not nor ever will be. They have never had. They should have had. I should like to have.

7. Give the past subjunctive of *être* and the future indicative of *avoir*, in English and French.

8. Write out in full the past definite of *donner* interrogatively and negatively, giving English and French.

MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL.)

1. What is the sum of 29385 + 91485 + 51987 + 83396 ? Ans
2. Write down the difference between five million five thousand, and sixteen hundred ? Ans.....
3. Multiply 643969 by 71. Ans.....
4. Divide 98,000 by $\frac{1}{25}$ of 625. Ans.....
5. When an English shilling was valued at 24 cents, what was the value of £96 in dollars ? Ans.....
6. Divide 64824 oz. by 1 lb. (Troy Wt.). Ans.....
7. Add. $18\frac{1}{4} + 19\frac{1}{2} + 27\frac{3}{4} + 15\frac{1}{8}$. Ans.....
8. Multiply 98,000 by $\frac{1}{25}$ of 625. Ans.....
9. What is the product of 15 + 15 + 5 ? Ans.....
10. How much is $\frac{1}{2}$ of $\frac{2}{5}$ of 216,870 ? Ans

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only. No marks will be given to any answer having an erasure or blotting about it.

Signature of pupil.....

Grade.....

ARITHMETIC (GRADE II. MODEL SCHOOL.)

Section I.

1. The sum of $\frac{\frac{2}{3} \text{ of } \frac{3}{4}}{\frac{1}{2}}$ and $\frac{\frac{2}{5} \text{ of } \frac{5}{6}}{\frac{2}{9} \text{ of } 4\frac{1}{2}}$ is equal to how many times their difference?

2. Find the difference between the product and the quotient of 3.125 by .64.

3. A man living at the rate of $7,000 a year for 6 years finds that he has been living beyond his income, and reduces his expenditure to $5,000 a year; at the end of 4 years he finds that he is just out of debt; what is his income?

Section II.

4. Reduce 654321 drams to tons.

5. How many times are 21 cub. yds., 22 cub. ft., 119 cub. in., contained in 1156 cub. yds., 8 cub. ft., 1123 cub. in.

6. A father left his eldest son $2,500 more than he left his second son, and he left his second son $2,000 more than he left his third son; the third son's share was $12,000; what was the whole property worth?

Section III.

7. Find the expense of covering the floor of a room containing 59 sq. yds., 2 sq. ft. at 9 cts. per sq. ft.

8. Write out the table which runs from pints to bushels.

9. Find the number of days from Dec. 1st, 1896, to June 1st, 1897, both days to be included. How many days remain of the year up to Dec. 1st, 1897?

BRITISH HISTORY (GRADE II. MODEL SCHOOL.)

Section I.

1. Who were the earliest inhabitants on record who possessed the island of Great Britain? Why were their priests called Druids?

2. Describe the battle that changed the rulers of Britain in 1066.

3. Write out in a column any ten events in the history of England during the Saxon period, giving dates.

Section II.

4. What is the story of Thomas à Becket? Narrate it in your own words, attending carefully to the construction of your sentences.

5. "John was a very bad king." Advance as an argument proving this, any five events that occurred during the times in which he lived.

6. Who were Cœur de Lion, Hampden, Monmouth and Bonaparte? Express your opinion about their characters.

Section III.

7. This is the "Diamond Jubilee Year." Write a paragraph on the reign of Queen Victoria, referring to three important events in her life.

8. Name three important treaties connected with English history, giving dates and particulars.

9. What were: *Magna Charta*, *Habeas Corpus* and the *Reform Bill*?

ENGLISH (GRADE II. MODEL SCHOOL.)

1. Who wrote?

(*a*) "Breathes there a man with soul so dead."

(*b*) "Butchered to make a Roman holiday."

(*c*) "And the night shall be filled with music."

Give the title of the piece from which each extract is taken.

2. Name any five poets, and give a short extract of not less than four lines from the writings of each. State the name of the poem from which you have quoted.

3. Reproduce in your own words the substance of the poem entitled "The Mother's Jewels."

Section II.

4. Name in order of size any five cities mentioned in your Reader, and give a description of "The Destruction of Pompeii."

5. Give the meaning and derivation of any ten trisyllables and write ten sentences, each containing one of these words to show that you know the meaning of the word used.

6. Spell correctly, break up into syllables, and mark the accented syllable in each word: refullgent, combatents, incesant, menase, dementions, disipline.

Section III.

7. Write an imaginary account of an Arctic Expedition from the following heads :

1. Object of the expedition. 2. The time of the year in which a start was made, and how the ship was provisioned. 3. The route : what oceans crossed : what countries, straits, bays, passed. 4. Account of the Esquimaux. 6. Icebergs, seals, walruses, whales. White bear shot. 8. How the long winter days were passed.

8. Write a composition on "The Great Pyramid."

9. Reproduce in your own words the substance of a paragraph read twice in your hearing by the examiner. (Page 259, Gage's Reader V., par. 13. Social Aspects of Temperance.)

DRAWING (GRADE II. MODEL SCHOOL).

1. Draw a cone having for its base an ellipse at least two inches in the length of its sides.

2. Draw a circle within and without an equilateral triangle.

3. Represent on paper the full figure of any animal. (The figure to be at least four inches in length. No marks will be given to a carelessly finished figure.)

4. Enlarge the figure below, one and a half times its size and complete it with the usual finishing line. (The paper used to be drawing paper cut to the size of quarter-sheet foolscap. No marks will be given to a carelessly finished figure.)

LATIN (GRADE II. MODEL SCHOOL.)

Section I.

1. Translate into English :—Reginarum filiae amicitiam nautarum laudant. Pueri cum ancillis per campum ambulat. Vir pueros bonos semper laudat. Multi pueri reginæ in agris hodie erant. Rex trabes longas ex multis silvis portat. Milites virorum nomina sæpe rogant. Nonne flos pulcher in horto meo est ? Romani pacem cum finitimis suis confirmant. Epistola hostium imperatori Romanorum non grata est. Carmen magna voce cantat.

2. Translate into Latin :—We fight for our native land. The queen praises the letter of the queen. The farmer's daughters are walking in the garden.

Section II.

3. Parse all the words in the first Latin sentence, and show their relation to one another.

4. Classify in three groups all the nouns in the above Latin sentences (Ques. 1.) according to their gender.

5. Decline a representative noun from each of the first three declensions giving the English.

Section III.

6. Write out the subjunctive tenses of the verb *sum* with the English.

7. Decline *bonus vir* throughout, with the English.

8. Write out three English sentences of not less than ten words each, and give the Latin translation of each underneath each. (The sentences are not to be taken from this paper.)

SACRED HISTORY (GRADE II. MODEL SCHOOL.)

Section I.

1. Give an account of the destruction of Sodom and Gomorrah.

2. Narrate in your own words the story of Elisha and Naaman.

3. What was Haman's Plot ?

Section II.

4. Give an historical statement connected with each of the following: Achan, Eli, Gehazi, Darius, Ezra.

5. Draw a map of Palestine.

6. Name the twelve tribes of Israel. Name the twelve sons of Jacob.

Section III.

7. What events led to the departure of the children of Israel from the land of Egypt?

8. Give a description of the tabernacle and its furniture, illustrating your description by a diagram.

9. What events happened respectively at Hebron, Ai, Sinai, Kadesh, Hor.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Name five of the principal exports of England, and the localities which produce them.
2. What is a county? Name any ten of the counties in Ireland with their chief towns.
3. Give a short description of the physical features of France, naming particularly its rivers and mountain ranges.

SECTION II.

4. What are the ten largest towns in Scotland? State explicitly where they are situated.
5. Draw a map of Italy and insert at least fifteen names in it of places whose location you know. (No marks will be given to a map carelessly drawn.)
6. Tell what you know of the geography of Greece, and the causes which led to the present war.

SECTION III.

7. What and where are? Land's End, Malta, Vesuvius, Weser, Wight, Cologne, Garonne, Dover, Crete, Turin.
8. Name the towns on the Rhine, and state for what each is famous.
9. Write a description of the Mediterrannean Sea, giving the names of its European coast waters and islands.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The June issue of the *Canadian Magazine* is a jubilee number, and contains, besides the usual abundance of excellent literary matter, an article on "The Childhood of the Queen," by Fritz Hope, with ten special illustrations; "The Queen's Horses and Carriages," with twelve copyright photographs, by Mary Spencer Warren; "Canada's Progress in the Victorian Era," by John A. Cooper (the editor); "The Queen's Reign: Its most Striking Characteristic and most Beneficent Achievement," a symposium contributed to by Principal Grant, Prof. Goldwin Smith, A. Conan Doyle, Newman Hall, D.D., and others. Dr. Bourinot contributes

a paper on "English Principles of Canadian Government," and David Christie Murray discusses the characteristics of Crockett and Maclaren. The *Canadian* and *Massey's* have amalgamated, and the publishers of the new *Canadian Magazine* promise subscribers a magazine combining all the good features of both,—a magazine in every way worthy of Canada and suited to Canadian readers.

The valedictory number of *Massey's* appears for June, and is an excellent issue of a periodical which had established a place for itself in the world of current literature. While regretting its disappearance, we hope to be able to congratulate all connected with the powerful *Canadian Magazine*, which, it is expected, will be the result of the amalgamation.

In the *Ladies' Home Journal* for June is a timely article, by William George Jordan, on "What Victoria has Seen," which graphically recounts the progress of the world in the past sixty years, since the coronation of our Sovereign. Charles Dana Gibson continues his series of drawings, "The People of Dickens," with a most interesting picture of Mr. and Mrs. Micawber, David Copperfield and Traddles. All the usual editorial departments of the *Journal* are filled with appropriate matter, making the number an attractive one from cover to cover.

The June *Atlantic Monthly* contains an article of special educational value, by William J. Shearer, on "The Lock-Step of the Public Schools," in which are brought to light the weaknesses in the usual system of grading pupils. Other good articles are, "Greece and the Eastern Question," and "In Quest of Ravens," by Bradford Torrey. Paul Leicester Ford's "Story of an Untold Love" is brought to a charming finish in a charming manner, and there are several good poems and book reviews.

A Short History of the Union Jack, by W. H. Holmes, and published by the Copp, Clark Company, Toronto, is a book which has been very deservedly praised. It describes the development of Britain's flag, and comprises a chronological list of the important victories won by Britain's army and navy, with well-written notes on the principal battles. There are several valuable appendices having special reference to Canada; and, with respect to the general appearance and arrangement of the book, nothing

but good can be said. It is a book that should find a place on the shelves of all our school libraries, though it is by no means a book exclusively for the young.

THE MISFORTUNES OF ELPHIN, AND RHODODAPHNE, by Thomas Love Peacock, and published by MacMillan & Company, London and New York. Our thanks are due to the Copp, Clark Company of Toronto, for the great pleasure derived from the reading of what some consider Peacock's most interesting work. The pleasure of perusal is greatly enhanced by the appreciative introduction by George Saintsbury and the highly artistic drawings of F. H. Townsend. We feel sure that few will follow the misfortunes of Elphin without a feeling of keen enjoyment, an enjoyment for which the old improbate, Seithenyn, is not a little responsible. The latter half of the book gives the author's "Rhododaphne, or the Thessalian Spell," with a preface and such notes as are necessary to explain or justify the text. It is also beautifully illustrated by the same artist.

STORIES OF LONG AGO, by Grace H. Kepfer, and published by Messrs. D. C. Heath & Company, Boston, Mass., is a most interesting and valuable little book, containing many of the legends of Grecian and Roman lore. It makes the mythological tales found in classic reading, plain and simple for young people. The stories are told in a pleasant style and in excellent English. We consider it worthy of commendation as furnishing good supplementary reading for the pupils of the academy and model school grades of our schools.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Administrator has been pleased to appoint, on the 14th of April last (1897), Mr. James Ellis, school trustee for the municipality of the " Banlieue " of Quebec, to replace Mr. W. C. J. Hall.

His Honor the Lieutenant-Governor has been pleased, on the 14th May last (1897), to make the following appointments :

School Commissioners.

County of l'Assomption, Saint Sulpice :—Mr. Amédée Cormier, to replace Mr. Oscar Landry, absent.

County of Hochelaga, Saint Charles du Bas du Sault :—Mr. Alphonse Pigeon, to replace Mr. Joseph Turcot, absent.

County of Hochelaga, village Turcot :—Mr. Pierre McDuff, to replace Mr. Dosithée Deslauriers, absent.

County of Richmond, village Melbourne :—Mr. J. B. Fregian Baker, to replace Mr. George Hamel, deceased.

County of Yamaska, Saint Thomas de Pierreville :—Mr. Joseph Gamelin, to replace Mr. Adolphe Laperrière, senior, absent.

School Trustee.

County of Montcalm, Rawdon :—Mr. Richard Boyce, to replace Mr. John Booth, deceased.

20th May.—To detach from the school municipality of Saint Vincent d'Adamsville, county of Brome, lots Nos. 1 to 10 inclusive, of ranges II and III, of the township of East Farnham, and lots Nos. 3 to 10 inclusive, of range IV, of the said township.

To erect into a school municipality (for Roman Catholics only), under the name of "Saint Pierre de Vérone," county of Missisquoi, the territory hereinafter described, to wit: Nos. 16 to 20; 26 to 39; 45 to 52; 58 to 72; 73 to 92; 97 to 105; 108 to 110; 132 to 153; 155 to 211; part of lot 214; part of lot 228; 241 to 243; 251 to 257; 263 and 264; all inclusive, of the plan and book of reference of the official cadastre of the township of Stanbridge, county of Missisquoi, (school municipality of Saint Damien de Stanbridge :

Also lots 120 to 123; 125 to 137, all inclusive, of the plan and book of reference of the official cadastre, in the school municipality of Notre Dame des Anges de Stanbridge, Missisquoi;

Also lots Nos. 1 to 15; 21 to 25; 40 to 44; 53 to 57; 73 to 78; 93 to 96; 106 and 107; 111 to 131, and 154, all inclusive, of the plan and book of reference of the official cadastre of the township of Stanbridge, school m unicipality of Saint Sébastien, Iberville;

Also Nos. 170 to 181, inclusive, all of the plan and book of reference of the official cadastre of "Saint George de Clarenceville," Missisquoi, also in the school municipality of Saint Sébastien, Iberville. Lastly, lots 154 to 173; 347 to 355*a*; 356 to 360; 360*a*, 361 to 369, all inclusive, of the plan and book of reference of the official cadastre of Saint Sébastien, Iberville.

The erection of this new school municipality will take effect on the 1st of July, 1897.

To detach from the school municipality of the "village" of Saint Pudentienne, county of Shefford, the following lots of the cadastre of the parish of Saint Pudentienne, to wit: Nos 1, 2, 3*a*, 3*b*, 3*c*, 3*d*, 3*e*, 4*a*, 4*b*, 4*c*, 5*a* and 5*b*, and to annex them to the school municipality of the "parish," of Saint Pudentienne, same county.

This annexation will take effect on the 1st of July, 1897.

21st May.—To appoint Mr. Geo. de G. Languedoc, junior, school trustee for the municipality of Outremont. Jacques Cartier County, to replace Mr. Geo. de G. Languedoc, senior, whose term of office has expired.

4th June.—To appoint Mr. François St-Germain, real estate agent, school commissioner for the municipality of Saint Henri, county of Hochelaga, to replace Mr. L. A' Picard, whose election was illegal, and who has resigned.

7th June.—To detach lots 19, 20 and 21, in the fifth range of the township of Melbourne, otherwise known as Melbourne and Brompton Gore, from the school municipality of the township of Melbourne, county of Richmond, and to erect them into a new school municipality under the name of "the school municipality of the village of Kngsbury."

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Articles: Original and Selected.

KINDERGARTEN METHODS IN THE PRIMARY DEPARTMENT.

By Effie MacLeod, M.A.

Every town, if it cannot have a public kindergarten, needs at least a kindergarten department in connection with its elementary school. But even this is unfortunately not yet practicable in some of our smaller cities and towns. Why is it not practicable? Why are we without that which scientific educationists unite in considering a fundamental necessity in our educational system? Fundamental, not because Froebel and Pestalozzi have given us all, nor yet the best that can be given, but because they have set forth and partially taught us to apply principles which appeal to every sympathetic student of child nature.

The causes which deprive the child of his birthright to the fullest development are worth investigating. The primary or rather the immediate difficulty is invariably "lack of funds," which means that such money as may be available for educational purposes is required for more pressing needs, which means in turn, that the early education of the immature individual must take its chance until all so-considered more important matters shall have had their full meed of patronage and support. Foolish wisdom, to bend with careless negligence the young stem and endeavour with careful prop of scheme and system to render the maturing plant sturdy, straight and strong! Short-

sighted economy to provide the child with a cheap educational foundation, when a broad and deep and natural one would more than compensate for the original additional outlay by the healthy, moral and mental attitude of the generation who shall rule the twentieth century! It is a fact worthy of note, that out of some thousand free kindergarten children, only one or two were subsequently found in a reformatory.

Why have the school boards not the necessary money? For, as one commissioner tritely remarked: "We can't give what we haven't got." Perhaps they do not, many of them, deem it necessary, and very naturally the public does not supply them with what they do not require nor believe in.

In the majority of instances, however, the school-board is really anxious to give the primaries their due, provided of course, that the older classes have been attended to first. They know that in spite of the "hard times,"—it is always *hard times* with the selfish—there is some money somewhere; for a comedian comes to town, or a ventriloquist, or a hypnotist, or a wild west show, and somehow the money is found to patronize them. "But these are an education in themselves?" Ye-es, sometimes; not paramount, however, to the education a skilled educationist could give. We need not deprive ourselves of rightful recreation, but could not an at least equal amount of money be spared for the better education of the little tots, who do not now amount to much, save in love and mischief and childhood's grace; but who, in the days to come, are to stand for the world's culture and goodness, or for its ignorance and vice.

Selfish indifference is not the only drawback. There is the dislike of innovation, the distrust of anything out of the beaten track. *We* learned our three r's without any of this new fandangle nonsense. We began with our letters and learned to read according to the good old alphabetic method. But as for a child who can read his primer through not knowing whether *a* or *z* comes first, not even knowing the names of some of the infrequent letters,—well, what the teachers are coming to nowadays, we can't say! And then to allow the children to waste their time with drawing-slates and paper-folding and marching and singing! We send them to school "to learn" (and to get them out of the way). This parental ignorance and misconception however is, as a rule, speedily overcome. When Willie has

been at school two months and "does not know one of his letters yet," Mother is afraid perhaps it isn't a good school or Willie is not going to be as bright as his brother; at any rate, there is something wrong. But when Willie, at the end of six months, picks out of the newspaper the little words he recognizes, both Father and Mother are charmed, and the battle is won. With the parents on our side—*and the children*—surely the time is not far off when the general tax-paying public will be also won over; and those who so richly endow our large universities, will bestow some of their generous support on the primary education of our public schools.

The primary grades will always savour of the kindergarten; for they will eventually be links—strong links we trust—between it and more specialized work; and in the meantime they must include as much as possible of its work and methods. "This is impracticable," you say; "no teacher can do the work of two." You are mistaken, a teacher can do, many are doing the work of three. "Not efficiently?" Yes, efficiently; that is passably so. "At the expense of thoroughness?" Partly, but principally at the expense of the teacher's own nervous system. But it can be done. And now I address myself directly to the primary teacher. No one else, not even the kindergartner, can appreciate the situation.

You have charge of Grade I Primary, a class of forty-five, fifty, sixty, the number matters little at present. Some of the children have perhaps reached the mature age of eleven. You are not obliged to take children under five but you are not actually forbidden to do so. Tommy aged four runs the streets and gets lost, and Tommy's mother would feel so relieved if she knew he was safe at school with his sister. Johnnie aged three and a half is noisy at home; they can do nothing with him; he teases the baby, hurts himself and is never out of mischief; but his mother hopes he will give you no trouble for he is a good boy on the whole. Jessie, another mere baby, has been crying to come to school; she is bright for her age, and only in the way at home. And so on,—but you know all about it. There they are brighter, very likely, and less troublesome than many of the six-year olds, but so many more little restless mortals to plan for and watch and keep happy.

You sort your children into three classes—later on you

will require four. These divisions are not hard and fast; the child who enters class I in September may find himself in class III in March, perhaps he can even take his arithmetic with class IV. This savours of the old ungraded school, does it not? But unless you are to sacrifice the child to a system, which, being a teacher, you will never do, you dare not tamper with the child's growth, you will not force him nor feel impatient because the growth seems slow. He has no more to do with this growth than you have, less indeed. For if you are a good gardener and know your trade you will know this: that you have more to do with the development of this little human plant than ever a gardener with his roses and orchids. Later on it will be good for the child to feel that he is graded, that he must keep up not only along the lines of least resistance, but where disinclination and disability like phantom dragons bar the way. You have already accustomed him to control his attention for short periods at least, and now the force of a slowly-forming habit enables him to fix in some degree his thoughts on what has at first no intrinsic power of holding his attention. If you have done your work faithfully, as of course you have, a good teacher can do anything with the pupils you pass on to him, and a poor one cannot altogether spoil them; for in spite of "cramming" they will persist in *thinking*. This is a heaven-born right you have made them feel is theirs and they will never altogether yield their inheritance in it.

You have had your work in mind all summer. You have decided what you *must* have and what you must *try* to have. You must have the matter prescribed for your grade, but that does not trouble you; it will work itself in readily enough, for the "Course of Study" has been merciful to the little ones. First of all, then, you have planned that your children shall be happy all the day long even if they remain little ignoramuses, which they will not. Happiness and goodness and intelligence have more to do with one another than many good people suspect. This then will underlie all your arrangements. And on a dull, rainy, temper-trying day the ordinary routine may be broken through to advantage, and a new game, a fresh piece of nature study, anything bright, be introduced.

Marching, exercise songs, calisthenics, recitations, object lessons, nature talks, the story,—many of these may be

given to the whole grade together. Your opportunity for anything like kindergarten "occupation" lies in what is commonly called "seat work." The hopelessness of doing *actual* kindergarten work with two or three classes while you are teaching another is manifest. All you can do is to plan your work on psychological principles, not as you know it ought to be planned, but as best you may. The work must be something the child can do without much supervision,—some he must have, and here lies the value of an assistant. For this is the accompaniment you must expect to your endeavours to explain the intricacies of subtraction to the fourth class :

"Miss A., me weally can't fwead my needle."

"Miss A., all the slate rags is lost and us wants to use the dwawin' slates."

"Miss A., can me get a dwink ?"

"Miss A., me dot no sewin' card, me finished the fiss, please make me a fan."

"Please sharpen my pencil, it broked fwee times." And so on *ad infinitum*. You steal a little time from the subtraction and you quiet some of the babies with "Take a picture book, dear, till I am ready." While you are teaching the tiny tots, the big ones are doing *their* seat work, and they have as many questions to ask as the babies had, and no wonder ! How big they seem to you in school these *big ones*, and what wee mites of things when you meet them on the street. You actually get through the morning in some fashion, and in the afternoon if you are wise and it can be managed you will do little but what the whole room can do together.

You are resigned to being Argus-eyed and ubiquitous; there is no help for it, and consequently nothing further to be said. The vital question now is what will best give the results you are seeking. You want to secure accuracy of thought and statement, kindness, reverence, obedience, power of fixing the attention, memory, imagination, observation, etc., and, underlying and rendering all these possible, the normal opening up of the sensory and motor paths ; for on this depends the child's moral, mental and physical vigour.

It might be supposed that one person would see an object or hear a sound as soon as another ; but this is not the case. Write distinctly on a piece of blank paper any simple

word with which your older children are familiar, "cold" for example. Pass slowly along the line giving to each what would be time enough for you to see the word, and you will hear from many, "I didn't see it." A few will get it, and a few others by association of ideas will perhaps give you the word as "ice", "freezing", "warm", "hot". This shows where the inaccuracy lies. It is not in the structure of the eye proper, for the points of light coming from the letters have fallen as quickly on one eye as on another. In the case of those who did not see the word at all the impediment lies along the sensory visual path which is evidently in an undeveloped condition, as becomes the sensory visual path of a little child. Regarding those who for "cold" substituted a word linked with it by association of ideas, their sensory path was in good working order, or the idea of cold would not have reached the intercental path connecting the sensory and motor nerves. The difficulty in this instance lies with the intercental which has passed the message on as "freezing" or "hot".

And with reference to hearing, we have all known more than one child who was the torment of his elders by reason of the "habit" he had of always causing them to repeat what was said. "What did you say, Mother?" "I beg your pardon?" "Which book did you say I was to take?" Then perhaps an incident something like this occurs:— "Fred, will you get Mother her shawl, please?" "What did you say, Mother?" "Never mind dear." "O yes, I know," and Fred brings the shawl. "Thank you dear, but it would have been nicer if you had said 'Certainly Mother,' instead of 'What did you say?'" "But I really didn't hear, Mother." "Then why did you get the shawl?" "I don't know, I just guessed at what you said afterwards." And Fred is not far from the truth. He did not hear at first; that is, the sensory auditory path or the intercental or both were impeded, and it was a moment or so before the sound travelling along the sensory auditory reached the intercental and was transferred to the motor. As soon as the intercental was fairly reached the child knew, though perhaps in a slightly confused fashion, what had been said to him.

To teach the child to see and see quickly, it is well from time to time to show him an object for a few seconds and then have him tell what he believes he has seen. A re-

volving blackboard is a great boon. One revolving on a vertical axis is preferable to one with a horizontal axis, for in the latter case you must do all your drawing upside down. A curtain arranged over an ordinary blackboard, so that it may be quickly thrown over or drawn away, will answer the same purpose, though more clumsily. This blackboard will serve many a turn. You have drawn for the smallest children a dozen objects,—a bird, a box, a square, a rhombus, a five-petaled flower, etc. The children are in position in their seats, but for a moment or two you attend to your other class, purposely allowing the attention of the present class to wander. Then you go to your blackboard, say "Ready!" (always the same signal, always the same word), and immediately after the signal unveil the drawings. Allow about fifteen seconds for inspection, then let your curtain fall and each in turn tell what he has seen.

Do you see the significance of this simple lesson repeated morning after morning? The child becomes accustomed to obeying your signal "Ready!" Later on when his judgment says "Ready!" the mind will respond, and the habit of attention will be formed, that habit without which no sustained thought, no scientific research, no logical conclusion is possible. The memory has also been called into requisition, for the child had to hold in his mind the objects he "saw" until it came to his turn to tell you of them.

Unveil your objects again and let the children count them with you (a little arithmetic, by the way). Choose one of the objects to talk about—or let them choose—perhaps your five-petaled flower; or have them notice the difference between the square and the rhombus. They may not be able to tell you the precise difference the first time nor the second, but they will gain a clearer insight into it with each repetition of the exercise.

Now, while you busy yourself with another class they may try to draw any of the figures on the board. Most of these drawings will convey to the uninitiated nothing, but a wavy irregular, scrawl; but to the child they have a world of meaning. He has created something. It is not like your creation on the blackboard, but it is his very own. And like the old Greeks, those childlike fathers of all true sculpture and design, to whom a quite ugly head could stand for their beautiful goddess Hera, or a fat man with a

thunderbolt in his hand for Zeus the all-powerful; so the child by virtue of his imagination glorifies his own ungraceful lines; for they say not to him what they say to you, but rather do they give back to him the thought which his fingers have so imperfectly carried out. By and by, as he learns to control his tools of nerve and muscle and pencil, he will say to the beholder more of what he means to say. No artist has ever said all he meant.

The work may be varied by building a picture, a line or two at a time. Draw a horizontal line, and allow the class to see it for an instant; they then draw it from memory. From the ends of your horizontal line, drop two vertical lines and show your figure again, perhaps mentioning the fact that all your lines are of the same length. With the completed square can be formed a box, a house, an envelope; or it may be left to each child's own device to make of it what he will, thus calling out his creative faculty. For the older ones more complicated drawings may be thus built; something bearing on what they are interested in,—a bee's wing, the stamen of a lily, a flower "root and all"; or a short sentence, a row of five or seven figures, etc. The ingenious teacher will find an infinity of uses for work of this kind.

In most intimate relation to the brain is the hand; so that not only is the hand affected by brain development but the converse is true; the hand having been taught to respond readily to the motor influences from the brain, the brain gains power of speed and accuracy along other motor lines; probably through some subconscious use of a subconscious experience.

Particular attention will then be paid to training the hand, care being taken not to force the development, as in this case forcing will be most injurious, producing possibly nervous disorders of a grave nature. Calisthenic exercises, gesture songs and finger plays are good. Cutting out pictures affords training for both eye and hand. Clay moulding, paper folding and a little writing are also good. But to the average beginner a copy book is worse than useless; he is not ready for it. The old fashioned slate is a barbarous infliction on the nerves of teacher and pupil, and is in any case of no more use than the copy book. The best substitute for a very small child is an unruled "scribbler" which can be purchased for one cent. Give the

child a tin circular disc about an inch and a half in diameter, show him how to hold it steady with his left hand and draw around it with the other, keeping the point of the pencil pressed against the edge of the disc. You hold his hand for one or two trials and then leave him to his own devices. You are not disappointed when you find that his circle starts indeed on the circumference of the disc, but wanders to all appearances meaninglessly over the page (yet rarely if ever in a retrograde path, showing that the idea of a curved progressive line is vaguely present), often as far away from the tin as the size of the paper will allow. You expected this, and are quite encouraged to note that the line finally returns on itself, abruptly perhaps, but nevertheless forming a complete enclosure, and, from the child's point of view, what circle can do more! It might seem that a square would prove an easier figure for a beginner; but in practice this is not so, probably because four lines are more confusing than one.

For seventy-five cents a set of tins can be procured—twenty of each sort: two different sized circles, squares, rhombi, equilateral triangles and stars, six-pointed or eight-pointed; two hundred pieces in all. When the child can draw these in anything like recognizable form he may be allowed to cut his drawings out of the scribbler and take them home to show. Nothing gives greater delight than "something to take home to show". When he can also cut them out nicely he may be given coloured glazed paper, and the figures that he cuts out of this he may paste in a one-cent blank scribbler kept for the purpose. There is here an opportunity to show the child what colours may be combined and also to suggest symmetrical design.

Pieces of frosted glass, six by eight inches, can be had for eleven cents each. These make excellent drawing slates and of a convenient size. They can be placed over any picture, but you may prefer to prepare your own drawing cards having relation to any special work you are taking up. After sketching your card in pencil you will go over the outline in ink or it will soon become effaced.

For three cents you can get a sufficient quantity of peas for an afternoon's work. You will put them to soak on the previous evening and take them out of the water an hour before using. With these you will require three

five-cent boxes of tooth-picks ; and you have the materials for boxes, sleighs, letters, houses, or some of the hundred and one things that the children themselves will suggest.

Sewing cards are a great device for seat work. If you can draw quickly you can easily make your own. Cut a sheet of not too thick cardboard into the sizes you want. Draw a butterfly, a geometrical figure, a fish, a house, anything. Let the child prick the outline with a pin, not making the holes too close together as that besides being apt to tear the cardboard would be bad for his eyes. Too much of this work is not desirable for eyes or fingers ; but a little of it is beneficial and intensely fascinating. Balls of crochet cotton can be had at five cents each ; half a dozen of these would not be a bad outfit. When the holes are pricked in the card the child sews in and out alternately ; and if a continuous line is desired goes over the ground again.

Old Christmas and birthday cards may be utilized as picture puzzles. Cut them into all sorts of shapes and sizes, giving each picture a box or an envelope of its own. This will be a valuable adjunct to the reading lesson ; for it will train the child to notice shapes and combinations of shapes.

Another great source of pleasure and profit is found in experiments. Two or three will readily suggest others. The value of these experiments consists not only in the practical knowledge they furnish, but chiefly in the broadening of the child's mind and the inculcation of the love of scientific investigation.

A tumbler partly filled with salt and water will soon become encrusted with salt crystals. This gives among other things a very practical object lesson in capillary attraction and evaporation.

A piece of moist wadding laid in a tumbler of water will serve as a garden for peas to sprout. They will grow to quite a length in this manner and it is easy to realize how the embryo must have fed on the moistened flesh of the pea.

The top of a carrot placed under glass and kept moist will furnish quite a tasteful winter decoration. The carrot top may be either suspended head downwards or laid on a saucer head upwards. One in each fashion under the same glass will have a pretty effect.

Of course the children will have flower pots of their own

and plant and root up at will. And your friends at the sea side will bring you star-fish, sea-urchins and specimens of all the treasures of the shore.

It will be quite a boon to you if the babies do not come back in the afternoon. If they *must* come back, it will be well to dismiss them an hour earlier than the others in the morning and half an hour earlier in the afternoon, so that those who are more advanced may have your whole attention for a part of each day. You do not want your class to be a purely kindergarten class. It has a function of its own to perform, a function thus far all but ignored, but which with the advance of educational science we hope will call forth the permanent services of those who have hitherto considered nothing worth the ultimate aim of a cultured teacher but the kindergarten and higher academy and university work.

Editorial Notes and Comments.

THE thirty-third annual convention of the Protestant Teachers' Association, to be held in Montreal on the 21st, 22nd and 23rd of October next, promises to be one of the most remarkable meetings of the Association, not only with regard to the extent and value of the programme drafted but also in point of attendance. None of our teachers can afford to miss the opportunities for self-improvement to be found in attending the various sessions. Papers on subjects of the greatest interest to the members of the association have been promised by many of our leading educationists; while, as was announced last month, addresses will be delivered by the Hon. Dr. Ross, Minister of Education, Ontario; Rev. George Maxwell, M. P. of British Columbia; Hon. J. W. Longley, of Nova Scotia, and the Hon. F. G. Marchand, Premier of the Province. The usual arrangements for reduced rates on the railways will be made with the various transportation companies. Members of the association will receive the benefit of these arrangements on production of a certificate from the secretary. After examining the proposed programme, we can safely say that the convention of 1897 will be an important event in the history of education in this province, and that every teacher who attends will silently if not openly move a vote of thanks to the executive for the efforts put forth in their behalf.

—THOSE of our contemporaries whose September numbers appeared before the opening of the schools for the new scholastic year, have been addressing words of welcome and encouragement especially to the young teachers who are just entering upon their career in the teaching profession. Though, by the time the present number of the RECORD is in the hands of our readers, our schools will have settled down to some extent into the routine of the class-room, it may not be out of place for us to extend the right hand of fellowship to the teachers of the Province of Quebec, and to wish them every success in their elected work during the year just commenced. And at the same time let us express the hope that they will find the EDUCATIONAL RECORD of some value to them, and that the hints given in its pages from time to time, will prove acceptable. The RECORD has done its best in the past to be the friend and counsellor of the teacher, and hopes that with the active co-operation of its readers, it may be able to do still better in the future. Its pages offer an excellent opportunity for exchange of ideas among those actually engaged in training the young, and hence we once more venture to suggest that all who have found any device to be useful in the class-room will give the benefit of their experiences to their fellow-teachers. As we have so often said before, any suggestions or hints likely to be of service to the readers of the RECORD, will always find a place in these pages. In concluding, let us quote the following friendly words addressed by the *Canadian Teacher* to the teacher. "As the schools open for the autumn term many a teacher will take his place with fear and trembling. Our advice to all such is, "Be bold, be courageous." Let every teacher enter his school with this thought; "I have come to do you good." The teacher must have a definite plan for getting the pupil to work, and an arrangement of that work. Remember, the pupil must do the work, not the teacher. You may slave yourself to death and your pupils never be touched. The pupil must be encouraged, interested, stimulated, and pressed on by all the influences at your command. Every pupil from the youngest to the oldest should have something to do each hour in each day, and that something should be presented in such a way that he will love to do it. On these points you should think much. No one can be a real teacher without much thinking and planning. Determine to teach

by your voice, your manner, your attitude. Do not think it is all done when the pupil has mastered long division. Go all round the child. Let him leave you hopeful and buoyant every night. Greet him with smiles every morning."

—One of the New York papers attaches a good deal of importance to the report of a committee of physicians appointed to investigate the subject of writing in the public schools and its effect, coupled with the methods employed, upon the sight and the general health of the children. Their report goes into the subject deeply. They begin with the question of seating. This is important, in view of the increased amount of writing now required in the schools, as an improper posture at the desk, forced or acquired, may throw more strain upon one eye than upon the other, and thus cause or aggravate errors of refraction The committee believe that in order to meet hygienic requirements as to seating, it is necessary to secure some definite relation between the size of the pupil and the size of the desk and seat. It is obvious, however, that any desk constructed on the average measurements will work injustice to the extremes of size in the various grades. It follows, therefore, that seats and desks should be so constructed as to be easily adjusted to meet the requirements of different pupils within the grade. Even without adjustable seats, some reform could be had, the committee say, by teaching the best method of writing. That, in their opinion, is the free-arm muscular movement, by which all finger movement is done away with, and the pupil has to sit erect in order to get the proper swing of the arm. Another point touched upon by the committee, important in these days of nervous diseases, is as to periods of recreation during the school session. "It is a well-known fact," the report says, "that it is positively foreign to a child's nature to keep quiet, and by enforcing such an unnatural state for a great length of time, fatigue and nervousness are the result; therefore we would recommend an intermission for a few minutes between each recitation, believing more satisfactory work can thereby be accomplished. It is true that ten minutes of calisthenics, as is now practised, is of benefit, but it must be admitted that it amounts really to a lesson, hence does not fulfil the requirements of complete relaxation such as would be obtained by an intermission."

—In giving his "pedagogical creed" to the *School*

Journal, Dr. W. T. Harris, U. S. Commissioner of Education, expresses himself in this way: "Many years ago, on being asked for a definition of education, I described it as the process by which the individual is elevated into the species, and explained this brief and technical definition by saying that education gives the individual the wisdom derived from the experience of the race. It teaches him how his species, that is to say mankind in general, have learned what nature is and what are its processes and laws, and by what means nature may be made useful to man. This lesson of experience is the conquest of nature. The second and more important lesson is, however, derived from the experience of human nature—the manners and customs of men, the motives which govern human action and especially the evolution or development of human institutions, that is to say, the combinations of individuals into social wholes. By these combinations the individual man is enabled to exist in two forms. First, there is his personal might, and second, there is the reinforcement which comes to him as an individual through the social unit, the family, civil society, the state, the church. The individuals endow the social unit in which they live with their own strength, and hence the strength of the whole institution is far greater than that of any individual. In fact, the combined strength is greater than the aggregate of the individual strengths which compose it. Ten Robinson Crusoes acting in conjunction are equal not only to ten individual Crusoes, but to ten times ten."

Current Events.

THE governors of McGill University have appointed Mr. F. P. Walton, of Edinburgh, professor of Roman law and dean of the faculty of law. Mr. Walton, who is a member of the Scottish Bar, is, it is said, in every way well adapted for the important position he will occupy. He studied law at the Universities of Edinburgh and Oxford, and, shortly after being called to the Bar, obtained the second largest number of votes as a candidate for the then vacant chair of Roman law at Edinburgh. He was shortly afterwards appointed lecturer of Roman law in the University at Glasgow, but had held that appointment only for a few months when he was appointed secretary to the Lord Advocate of Scotland. He was, up to his appointment to

McGill, examiner of modern languages in the University of Edinburgh. It is said that the faculty of law is to undergo an entire reorganization with a view to enabling students in that faculty to specialize their work, should they choose to do so, in somewhat the same fashion that students in the faculties of science and medicine have been able to specialize in certain lines of work as they may elect. It is also wished to establish as far as possible, in addition to the ordinary law lectures, a scientific and advanced school of law, in which the course of study shall afford a scientific training for the students of law, and a fitting preparation for the legislature and public life.

—THE calendar of Dunham Ladies' College shows that last year was a very successful one, financially as well as educationally. The institution is on a good footing, and, with Miss O'Loane as principal, the corporation hopes to keep up the record made in some previous years. Out of twenty-two candidates who presented themselves at the last June examinations, no less than eighteen were successful.

—FROM the returns received so far from the teachers of the superior schools, it would seem that the changes are perhaps more numerous than they have been for several years past. Mr. W. J. Messenger, M.A., has left St. Francis College, to become principal of the Gault Institute, Valleyfield; Mr. H. A. Honeyman, who was in charge of Aylmer Academy last year, has gone to Granby and has been succeeded in Aylmer by Mr. T. J. Pollock. Mr. A. B. Wardrop is in charge of Rawdon Model School. Mr. E. G. Hipp has gone from Bedford to Buckingham to take the place of Mr. Townsend, who has been appointed to Inverness Academy. Bedford Academy has this year for principal, Mr. P. C. Duboyce, B.A. These are a few of the changes of staff jotted down as they occur to us. If the head-teachers will send in without delay to the Inspector of Superior Schools, their names and those of their associates, the directory, giving all the changes and new appointments, will appear in the October number of the RECORD.

—THE Rev. Dr. George, of St. Louis, Mo., has been appointed to the principalship of the Congregational College at Montreal, to succeed the Rev. Dr. Barbour, who has resigned.

—At the last meeting of the General Assembly of the Presbyterian Church, the new head of Morrin College, Quebec, Principal Macrae, had an encouraging presentation to make from the second theological institution in the Province of Quebec. Including students taking special lines of study, 87 were recorded as enrolled at the meeting of the corporation held in mid-winter at McGill, and that number was increased to considerably over one hundred during the succeeding part of the session. There are six regular and two honorary professors and lecturers, and at a recent meeting a seventh was appointed in the person of Rev. John Sharp, who is to take charge of the departments of philosophy and English. Morrin has a valuable property free of debt. It is the firm determination of the governors of Morrin College to spare no toil to render the institution under their charge a successful means of promoting the cause of education and also of ministering to the advancement of the temporal and spiritual interests of the community in which it is situated and of the Dominion at large.

—A chair of zoology in the faculty of arts, McGill University, has been founded by Sir Donald Smith, now Lord Mount Royal. Mr. E. W. McBride, of Cambridge, England, has been appointed to the new chair.

—The Legislature of Texas, U. S. A., has passed a law adopting a uniform series of text-books for the public schools of Texas. The law goes into effect in 1898.

—From the *Journal of Education*, London, England, we take the following item, given in good faith by that important teachers' paper: "The school board of Dunbar, Pennsylvania, having of late experienced much difficulty in filling the vacancies caused by female teachers getting married, seriously discussed the matter at a recent meeting, and after a lengthly deiberation passed the following resolution:—'Teachers must not make love while employed by the school board of Dunbar or during school hours, under penalty of dismissal.'"

—The school board of Buena Vista, Colorada, has passed a resolution prohibiting teachers in its employ from taking an aggressive part in elections under penalty of dismissal, on the ground that active participation in these contests on the part of teachers may occasion ill-feeling between parents and teachers to the detriment of the pupils' progress.

—The report of the United States commissioner of education for 1896 shows a total enrolment in the schools and colleges of the country of 15,997,197 pupils. Besides these, there were 418,000 students in the various special schools, including musical conservatories, the Indian, and the reform schools. The 178 schools devoted to the education of the coloured race had over 40,000 enrolled, an increase of 3,000 for the year. Of these 40,000 coloured students, 4,672 were studying to be teachers.

—In his address before the summer school of pedagogy and child study at Clark University, Worchester, Mass., Senator Hoar said: This great self-governing country of ours needs to-day more than ever what the university can teach. We have a thousand questions pressing upon us to-day which can only be answered by investigators who approach them in the quiet, thoughtful, undisturbed temper which belongs to exact science. The man who is to solve our great social, political, and economical problems must have nothing to gain or to lose for himself by the result. He must not use his theory as an instrument. He must study truth, not seek for popularity. He must not equivocate or be afraid. He must be free from conceit, from hatred, and from scorn. He must take counsel of hope, and not of despair.

—The largest public school in Brooklyn had last year 2,659 pupils enrolled, with a daily average attendance of 2,374. In 1896, the great number of children seeking admission made necessary the building of an additional house on the same grounds. This new building has twelve class-rooms, making in all fifty-five class-rooms belonging to this school. The staff consists of the principal, three heads of departments and fifty-five regular teachers.

—The following account of the new English Education Bill is taken from the *School Journal*. Our readers, it says, will recollect that the year 1896 was a very stormy period in matters educational in England. A bill containing radical changes in the system of elementary education was introduced by the Government, and joined to these proposals was the basis on which secondary education was to rest. The measure was, however, finally withdrawn with the promise of early legislation in the next session. Accordingly, early in January of the present year, with Par-

liament once more in session, the way was clear for considering new proposals in the way of education. When the bill was at last introduced, it was found to be in the nature of a general direction to the education department to pay a grant of $1 per head for children in average attendance in the voluntary schools; the amounts to be varied according to the needs of the individual schools. The schools were to be formed into federations as the various managers might elect. There was a fierce opposition on the part of the radical members of Parliament, but Mr. Balfour, who took charge of the bill, refused a hearing to any amendments whatever. The result was, that the measure passed both houses just as it left the draughtman's hands, an unprecedented event in connection with any important Government measure brought before the House of Commons. The general contents of the bill are as follows: There shall be paid, by Parliament, to the voluntary elementary schools, an aid grant not exceeding $1.00 a year for each pupil in those schools. This money is to be distributed by the education department in such manner, and in such amounts, as shall seem best for helping needy schools, and increase their efficiency. Where the different schools form associations, a share of the grant shall be allotted to each association. If any school refuse, without good reason, to join an association, such school may be refused a share in the grant. The education department may require that the expenditure and receipts of the school shall be annually audited, and its decision regarding the distribution or allotment of the grant shall be final. The land or buildings used for the voluntary schools shall not be taxed, except where profit is derived therefrom by renting. The associations called into being to assist in allotting the $100,000 to be distributed, will be denominational bodies, of which the Church of England, Roman Catholic, and Wesleyans are chief. It is supposed that the diocese will be the unit for the Church of England, and its present organization into archdeaconries renders this easy of attainment. The Roman Catholics are also fairly well organized, and the Wesleyans have an education committee for the management of their schools. The other voluntary schools are more scattered, and in most cases will remain unfederated; for the act allows difference of religion to be a reason for isolation. The work of the federations is to collect information about every school in the

federation, and decide as to its necessitous state, presenting its claims to the education department. The poorer the school, the larger its share of the grant is to be, so that some schools may receive $1.80 for each child, while others will receive nothing. How this will come out for the child and true education is a point that is to be neglected in the heat of political discussion, but the lover of true progress can only hope that this will be uppermost in the minds of those to whom the destiny of 2,000,000 children has been so largely committed.

—THE legislature of California has passed a law organizing a compulsory pension association to include all teachers in San Francisco. Each teacher in the city will be obliged to contribute one dollar a month, and these monthly contributions will be increased by a fine for absence. One-twentieth of the month's salary is deducted for each day's absence. Twenty-five per cent. of all receipts is to be placed in reserve fund till the total receipts amount to $50,000 After thirty years' service teachers may retire with a guaranteed annuity of $600. Teachers who have already served the city several years may count these years as part of the necessary thirty, by paying twelve dollars for each year of their service. Teachers who may become disabled before they have taught thirty years may receive such a portion of the annuity as their term of service bears to thirty years.

Literature, Historical Notes, &c.

TOM AND HIS TEACHERS.

BY BISHOP JOHN H. VINCENT, CHANTAUQUA.

Tom, the average boy, has many teachers besides professional ones. Father's remarks at the breakfast table about the abominably weak coffee, the way mother speaks to the servants or talks about her callers of the afternoon before, have a great influence upon Tom. The pictures in the home, the circus posters, the theatre bills, are all educators for good or bad. I think the time is coming when the women of our cities will go in a body to the municipal authorities and demand that the outrageous caricatures be torn down. The architecture of the school-house, the tones of the teacher's voice, the atmosphere in which Tom

sleeps may determine the motives of his life. I shall consider some minor matters which Tom's teachers must teach Tom, and some radical lessons which are quite as important. First among minor matters, Tom should be taught to think on his own hook, to exercise his own judgment. He must acquire the faculty of formulating premises and drawing his own conclusions from them, the power of saying and doing the right thing at the right time. When he has learned to find, without hesitation, a practical answer to meet an emergency, he has advanced farther in his education than he would have done by the memorizing and recitation of whole chapters. Common sense is not born in a boy; it must be developed.

Tom should be taught to observe the realities of nature and of life. He has native power for such observation, and it ought to be cultivated. Then, too, he must learn to report accurately what he sees. There is an ethical principle at the basis of all study. Tom's teachers should teach him to report what he sees in good English; and in this work they need the co-operation of the parents. Tom should learn to be an altruist, to take other people into account in the ordering of his daily life, for the habit of unselfish living is the corner stone of all that is valuable in culture. He should have reverence for old age, whether it is clad in broadcloth or in linsey-woolsey.

Now for the radical lessons which Tom must learn. He must be taught to consider himself a person and not a thing, a cause and not an effect. There is current an idea which receives its support from weak fiction, cheap lecture platforms, and even from shabby pulpits,—the idea that men are the creatures of circumstance and environment, that evil tendencies are the result of the choice of a great-grandfather. Tom must learn that he is in the world for the purpose of overcoming heredity, breaking through environment, and putting circumstances under foot, and he must stand a man, not a thing. I take great stock in a boy who is courageous enough to assert his principles in spite of "the fellows;" such a boy is a power and not a piece of putty.

Knowing that he is a power, Tom must be taught to be independent and to earn his own way. And this applies to girls as well as to boys. I detest tramps, rich and poor. When Tom has learned to be independent himself, he will respect others who have to earn their own way in the

world. Again, Tom's teachers must teach him that he, being a power and independent, should not forget the law of interdependence. That is why I like the public school. It brings future citizens together on an equal footing. It is a good thing for broadcloth and homespun to sit side by side; it doesn't hurt homespun, and it does broadcloth good.

Tom's most effective teacher, when the boy is between the ages of 14 and 21, is the man for whom he works, and who pays him money. Here Tom's parents have a responsibility. They must choose his employer wisely. Finally, I would say, never give Tom up. If his teacher is cross and sarcastic, take up a missionary collection and send that teacher to the north pole. Remember that some boys do not mature until they are 25, and some men have astonished the world at 50. The stupid school boy of to-day may be the valedictorian at college, the stateman of future years. Again I say, never give Tom up!

Practical Hints and Examination Papers.

FIRST DAYS.

A very large number of those who will teach during the year 1897-98 are now at work. They have looked forward to the first days at school with fear and trembling; they are now in the school-room and their pupils are before them. They hope they will do nothing to cause laughter or prejudice. If the first day has gone through without a break their spirits rise; they believe they can have a succession of such days.

The teacher of large experience will declare that the success of the year depends very much on what is done during the first days. There should be special effort made therefore to do right things and to do things in the right way.

VISITING THE PARENTS.—I shall suppose the reader to have a multi-graded school or a district school, because the vast majority are of this kind. It is the best to be in the district a few days before the school opens. There will be several families who exert a great influence in the district; these should be called on. One of the trustees will readily take his wagon and go with you on these visits. The plan should be to "make a call," let them see you, say some pleasant things and drive on.

At these visits you will keep an eye on the children, you will greet them pleasantly, tell them you will be glad to see them next Monday, learn their names, etc.

FIXING UP THE SCHOOL-HOUSE.—The building should be visited with the trustees and inspected. It will probably need cleaning. If it does efforts should be made to have it thoroughly attended to. (1) The stovepipes should be emptied of soot and the stove of ashes; both polished. (2) The floors, desks, and windows scrubbed. (3) The walls whitewashed. (4) Curtains put up at the windows. (5) The yard cleaned up. (6) A walk laid down to the road and a platform made in front of the door. (7) The outhouses put in repair and locks put on the doors; this last is imperative. The teacher must inspect the outhouses daily and see that they are kept neat and wholesome. Too many neglect this shamefully.

It may be thought that the cleansing and repairs suggested above will be beyond the power of the teacher. But he will be able to summon to his aid the parents and the older pupils. And it must be borne in mind that all of this interest in making the building sanitary and attractive exhibited by the teacher will react powerfully in his favour. He should repeatedly say that it is done to make the school a pleasant place for the children; parents will do almost anything to aid a teacher who has the interest of their children at heart.

THE OPENING HOUR.—The teacher should be early at the school building. As the children come in they should be greeted pleasantly, their names taken, some conversation opened to interest them and at the same time obtain information Those who were seen in the preceding week will feel acquainted. Some should be appointed as monitors (1) to bring up strangers, (2) to aid in the duties of the school. The teacher should have one or all of the school officers on hand when the school is to be opened. If this cannot be done have some leading citizen there, the doctor, lawyer, or minister.

The hour of opening having arrived, the teacher raps for order; the official or leading citizen introduces the teacher and makes some brief remarks. Then the teacher says something by way of greeting, predicting pleasant days, hoping the friends of the school will come often. If a clergyman be present he may be asked to read the Scriptures

and offer prayer. The teacher will thank the parents for coming and helping start the school-ball and say, "You cannot stay with us at this time; in a week or two we shall be glad to have you come to see what we are doing."

If there has been no reading from the Scriptures and reciting the Lord's Prayer, these will follow. But few places object to this mode of opening the school; of course the teacher will be governed by the school officials in this matter. A hymn, a few verses from the psalms, a reciting of the Lord's Prayer make a proper opening ceremony.

TAKING NAMES, ETC.—This can be done very quickly; each can write his name and age and the books he studied, on a piece of paper. The class structure of last year had better be continued. Call for the "First Class" to rise, the "Second Class," etc. Each class may be brought forward and kept a few minutes, a lesson given and then sent to their seats. A programme should be put on the blackboard at once and the wheels started. Nothing prohibits disorder as effectively as a regular place of work and work actually going on.

DETAILS.—The classes having been started, lessons having been assigned, then the details must be attended to. Some will have no books, some are total strangers, some have not been at school before. The teaching must be considered.

A single hour will be long enough for the first session; a recess must be taken. The pupils must be got out of the rooms in good style and back again. These points will require close attention. Order is the first rule, but it must be gained by art and not by force.—*Teachers' Institute.*

THE NEW SCHOOL YEAR.

BY ELLA M. POWERS.

To every teacher September means new experiences. Educational thought is ever new but this year it means more than it has ever meant before, for knowledge is broader, thought is higher, demands are greater.

In order to meet the increasing demands, the teacher may well ask, "Have I mental and physical strength for this year's work?" Have I a ready tact, sound judgment, do I love this work and these children, am I deeply interested in making each pupil's life better, purer and happier, am I patient, enthusiastic, sympathetic and ambitious?

How the questions succeed each other when once we yield to self-examination!

Is so much required that it seems unachievable? No, not if one thing be met and conquered at a time. Do not think of the year's work, and the fourteen million children who must be instructed, but think of the work of the present and your forty children.

The most severe test will be the first few days. The new teacher will "count time by heart throbs," for there is no time to her so precarious, so anxious, so soul-wasting as the first few hours before the little, strange faces. She must not show a trace of embarrassment, nervousness or confusion. One new teacher prepared for herself ten rules:

1. Be early.

2. See that the room is in perfect order: crayons, rulers, pencils, paper and books properly arranged.

3. Write the programme upon the blackboard, also draw the monthly calendar. Decorate it with a simple spray of woodbine and golden-rod in reds and yellows. Write a patriotic or timely motto on some blackboard.

4. Read a short psalm or some verses; sing one or two songs which some pupil may suggest.

5. Talk about the motto upon the board, have a few choice memory gems recited and devote a few moments to current events. What events of importance have occurred this summer? Of what are the people talking? Discuss these subjects briefly. Speak of the summer vacation, ask where the pupils have been, what they have seen, tell them some bright story of sea-shore, mountain or country life. All this may seem quite useless, but does it not tend to remove a feeling of strangeness, and are not the little ones "getting acquainted?" It is no waste of time to win these children to you by a long, friendly talk on the first morning.

6. Classify the pupils and assign short lessons for the late morning and the afternoon hours.

7. Do not take time on the first morning to secure names and ages by passing up and down aisles with paper and pencil. As the pupils come forward to recite, let them bring to you slips of paper with their names written upon them.

8. As you ask questions—simple at first—the little cards may be used for reference and in a short time every name is known.

9. Mean everything you say ; do not talk too much, let the children talk.

10. Keep every child busy.

HINTS TO TEACHERS.

Inflict no wounds. Bruise no blossoms. Implant no stings. Give the honey but not the gall of life to the little ones.

Be merciful. To the little culprits, be kind ; be tender ; be pitiful and compassionate.

Be loving. Love man and beast ; love tree and flower; love rock and river ; love forest and sea ; love field and sky ; but most of all, love the children. Love is the great magnet which will draw children to itself. Remember who took a little child and placed him in the midst—who never refused to lay hands upon the little ones in blessing—who said "Suffer the little ones to come unto me !"

Be sympathetic. Walk hand in hand with children. Enter into their joys and share their sorrows. Be interested in the minutest thing which interests them.

Be equable. Nothing is more disastrous to one who would win children, than to be capricious and uneven. Children love stability. When that quality is lacking, they grow fearful and withdraw their confidence.

Be cheerful. Be like the sun, sending out warmth and light. Let the inner sunshine of your life shine out through your eyes, breathe out through your lips, vibrate in your voice, and magnetize your touch with gentleness.

Be self-controlled. The discipline of any school-room is in a perilous condition when the children are able to read the day's disasters in the morning face of the teacher.

Love the clasp of the tiny fingers and it will arouse all the motherhood or fatherhood in your nature. Value their guileless confidences and never betray their trust. Better a thousand times break faith with grown people than once with an artless innocent child.

Feed the souls of children, and verily, you shall have your reward. For your pleasant morning greeting, you will receive the sunshine of happy faces, the music of happy voices.

When their innocent eyes are frankly raised to your own, you may look down into the chambers of their souls and see the kingdom of God within.

You will hear the songs of birds, the rippling of woodland brooks; the light murmur of zephyrs, in the unstudied and unspoiled laugh of happy children.

In their guileless glances you will learn to see the blue sky; the verdant fields, the nodding heads of clover, the sprouting grain (promise of a bountiful harvest)—all that makes the joyous spring and the beautiful summer.

Thus, shall all your love, patience, sympathy and great heartedness, find their fruition. Whatsoever ye sow, that shall ye reap.—Sarah E. Sprague, in the *Educational News.*

Fire Escape Drill.—The practicing of the pupils in the fire drill, in order to prevent accidents from the alarm of fire, is by many regarded as a most important part of school training. In the schools of Vienna the fire escape drill is executed in three different ways. In the case of a fire in the neighbourhood, (signal No. 1) the pupils place their books in their satchels, put on their outer garments, and leave the class-room in groups of four. If the danger is imminent, (signal No. 2) the books are left, the outer garments rapidly put on, and the room is vacated. In case of extreme peril, (signal No. 3) the books and clothing are left, and the exit is made immediately in groups. In the fire drill at Hamilton, Ont., arrangements are also made for each class to keep its own side of the stairway and move on independently of other classes preceding or following. In this school 600 pupils have vacated their class-room in less than two minutes. The fire drill is not only an effective safeguard against the danger of panics, but is also a good gymnastic exercise.

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

Section I.

1. Write out one after the other, (each separated from the other by a line) the clauses of the following passage from *The Deserted Village:*

> Imagination fondly stoops to trace
> The parlour splendours of that festive place;
> The white-washed wall, the nicely sanded floor;
> The varnished clock that clicked behind the door;
> The chest contrived a double debt to pay,

A bed by night, a chest of drawers by day;
The pictures placed for ornament and use,
The twelve good rules, the royal game of goose;
The hearth, except when winter chilled the day,
With aspen boughs, and flowers and fennel gay;
While broken tea-cups, wisely kept for show,
Ranged o'er the chimney, glistened in a row.

2. Parse all the words in the last two lines and give their syntax relationship.

3. Write out a list of the finite verbs in the above passage, and parse them in full.

SECTION II.

4. What is case? Name the cases and define each of them with examples.

5. Name the various kinds of verbs and define each, giving examples in sentences.

6. What is the difference between a participle and a finite verb? Give examples in a sentence.

SECTION III.

7. What is a syllable? What are the divisions of words according to the syllables they contain? Give examples.

8. Write out in tabular form the inflexions of the personal pronoun and the verb *to be*, respectively.

9. Write out three words derived from the verbs *amo*, *duco*, *nuncio*; one a noun, the second a verb, and the third an adjective, three words from each verb.

ALGEBRA (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Put down any ten signs used in Algebra and explain them.

2. Divide $a^6+b^6+c^6-3a^2b^2c^2$ by $a^2+b^2+c^2$.

3. Reduce to its lowest terms:

$$\frac{a^5-b^5}{a-b} \text{ and } \frac{36x^2-12x+1}{64-1}$$

SECTION II.

4. Resolve into factors:

$$x^2+126x+125 \text{ and } a^{16}-1.$$

5. Find the H. C. F. of:

$$3a^3+5a^2-a+2 \text{ and } a^3+a^2-a+2.$$

6. Find the L. C. M. of:

$$x^2-3xy+2y^2 \text{ and } x^2-xy-2y^2.$$

Section III.

7. Solve the equation :

$$\frac{x+9}{11}+\frac{x-2}{5}=\frac{x+5}{7}$$

8. Find a number which, if increased by its half, its third, and its fourth part, will amount to 100.

9. In a theatre there are 700 people, men, women, and children. There is one half as many women as men, and four times as many children as women. How many are there of each?

FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

Section I.

1. Translate into English :—Le plus grand plaisir des gamins de Potsdam était de voir Frédéric le Grand monté sur son cheval gris. Ils appelaient le roi papa Fritz, tiraient la queue à son cheval, saisissaient ses étriers et chantaient des airs populaires. Un samedi qu'ils avaient été plus malicieux que d'ordinaire, Frédéric leva son bâton et leur dit d'une grosse voix: "Allez à l'école, petits galopins." "A l'école" dirent les gamins en riant. "Papa Fritz ne sait pas qu'il n'y a pas d'école le samedi."

Translate into French :—Such temerity in so small a man astonished everybody, and Pepin turning round on his assistants asked them in a loud voice if they didn't think him brave enough to be a king. One of Swift's friends, one day sent the distinguished writer the present of a very fine fish. A celebrated Dutch doctor, once took up his residence in London, and continued to live there for many years.

Section II.

3. Name four representative verbs of the four conjugations in French, and write out the present subjunctive of each.

4. Give answers in French of at least twenty words each to the following questions: Who discovered America? Where is the City of Quebec? What was the origin of the City of Montreal? Put the three queries also in French before answering them.

5. What are the special feminine forms of French nouns and adjectives.

Section III.

6. Write out in full, with English, the present conditional of *partir*, the imperfect subjunctive of *avoir*, and the past (preterite) definite of *aller*.

7. Give with English, the third person plural of all the simple tenses active of a representative verb in each of the four conjugations. Name these tenses.

8. (Must be taken by all pupils.) Write from dictation the passage read to you.

N. B. for the Examiner.—The dictation for question 8 is on page 109 of the Progressive French Reader, beginning *Frédéric le Grand avait coutume* down to *accepter tout de suite.* The passage is to be read twice to the pupils.

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

Section I.

1. What number added to $\frac{5}{8}+2\frac{23}{24}+\frac{13}{50}-\frac{1}{16}$ will make the total equal to 4.
2. Reduce 3 tons 8 cwts. 1 gr. to the decimal of 6 tons.
3. A battalion of 1921 men is to be raised from four towns in proportion to their populations. Find the number of men raised from each if their inhabitants number 4150, 12450, 249000 and 29050 respectively.

Section II.

4. Find the compound interest upon $37500 at three per cent. for three years.
5. Divide $26910 among A, B, and C, so that A shall have five times as much as B, and B eight times as much as C.
6. Find the interest and the discount for 8 months on $43260 at $4\frac{1}{2}$ per cent. per annum.

Section III.

7. Find the square root of 117094041 and the cube root of 233744896.
8. Find the cost of painting both sides of a door 8 ft. 9 in. high and 4 ft. 10 in. wide, at 28 cts. per square foot.
9. How much stock must be bought in the 3 per cents at $92\frac{1}{4}$ to produce an income of $1350.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL AND GRADE II. ACADEMY.)

1. What is 25 per cent. of $96000 ? Ans.....
2. What is the cost of 1248 yds. at 25 cts. a yard ? Ans
3. Reduce 192 ounces to pounds. Ans.....
4. Multiply the cube of 5 by 25. Ans.....
5. Subtract five guineas from £19. 5s. Ans.....
6. How many feet are in 90 miles ? Ans
7. Add $9\frac{5}{6}+10\frac{3}{4}+18\frac{2}{3}$. Ans.....
8. Deduct 20 per cent. from $19200. Ans
9. Multiply 123,456,789 by 91. Ans.....
10. Simplify $\frac{5}{8}\times\frac{8}{9}\times\frac{9}{10}\times\frac{20}{27}\times\frac{15}{16}$.

In answering the above questions, I solemnty declare that I have used my pen or pencil in writing down the answers only. No marks will be given to any answer having an erasure or blotting about it.

Signature of pupil,.....

Grade,.....

ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.

Section I.

1. Quote the passage beginning: "Ill fares the land to hastening ills a prey."

2. To each of the following lines give five additional lines of the context:

(*a*) "Near yonder copse, where once the garden smiled,"
(*b*) "Thus to relieve the wretched was his pride,"
(*c*) "Where then, ah! where shall poverty reside?"

Section II.

4. Give the derivation and meaning of each of the following words: *disaster*, *aught*, *transitory*, *counterfeited*, *truant*, *plashy*, *mansion*. *gambol*, *peasantry*.

5. Write nine sentences, each containing one of the above words respectively, to show that you know the meaning of the word used, each sentence to contain at least twenty words.

6. Write explanatory notes on:—"*altama*, *tornado*, *pensive plain* and *sweet auburn*.

Section III.

7. With each of the following words and phrases write a sentence illustrating its proper use: *Piece* and *peace*; *plane* and *plain*; *pleas* and *please*; *sink beneath*, *sink into* and *sink under*; *start at*, *start from*, and *start with*.

8. (*a*) I still had hopes, my *long vexations past*,
Here to return and die at home at last.
(*b*) If to the city *sped*, what waits him there?
(*c*) *Ill* fares the *land*, to hastening ills a *prey*.

Parse the underlined words, viz: long, vexations, past, sped, ill, land, and prey. Give as a context two lines before and two lines after *a*, *b*, and c.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II. Model School.)

DRAWING (GRADE I. ACACEMY.)

1. Draw a regular pentagon within a circle two inches in diameter, and on each side of the pantagon describe an equilateral triangle.

2. Draw a prism in perspective whose length is three times its base.

3. Represent on paper any kind of a carriage. (Do not attempt this by way of caricature.)

4. Enlarge the figure given below and draw it in duplicate. (The paper used must be drawing paper. No marks will be given to a figure that is not carefully drawn.)

GEOMETRY (GRADE I. ACADEMY.)

Section I.

1. Define a *right angle*, and state how you would draw one with pencil, compasses and ruler.

2. What is a *parallelogram?* There are four different kinds of parallelograms: draw them and define them.

3. Write out the three postulates, and any three of the axioms.

Section II.

4. Write out the enunciations general and particular of the seventh proposition: draw the figure.

5. Draw the figure and give the construction of the second proposition. (The figure must be neatly drawn in pencil.)

6. Give the demonstration of the twenty-fourth proposition.

Section III.

7. If from the ends of one side of a triangle two straight lines be drawn to a point inside the triangle, prove that they are together less than the other two sides of the triangle, but contain a greater angle.

8. Draw a straight line perpendicular to a given straight line from a given point without it.

9. If two triangles which have two angles of the one equal to two angles of the other, each to each, have one side equal to one side, namely, the sides adjacent to the equal angles, prove that the other sides of the triangle are also equal each to each, and the third angle of the one equal to the third angle of the other.

LATIN (GRADE I. ACADEMY.)

Section I.

1, Translate into English:—Hostium agri totam hiemem a militibus Romanis ferro et igni vastantur. Magna copia frumenti a servis ad urbem Romam æstate proxima portabitur. Multis diebus ante de conjuratione senatum monuit servus. Cæsar omnes copias Rhenum media æstate traduxerat. Puer dextram manum lapide ictus est. Milites pugnaturi clamarem faciunt. Pacem petamus nam exercitus noster superatus est. Nemo, his rebus cognitis, hoc dixerit.

2. Translate into Latin:—The soldier laid waste all the fields of the enemy. The enemy carried with them a large supply of grain. The slave advised his master to write a letter to Cæsar. The boy cut his head with a stone. The girls uttered a cry, when the soldiers asked for peace. He told the story to nobody,

Section II.

3. Parse the verbs in the above Latin sentences, giving their principal parts.

4. Write a list of the nouns of the masculine gender in the above Latin sentences.

5. Parse all the words in the first sentence and also in the last sentence.

Section III.

6. Give the four participles Latin and English of *amo*, *moveo*, *scribo*, and *audio*.

7. Write out the first person singular of the various tenses of the indicative passive of *moneo*.

8. Write out all the imperative forms of *amo* with their English equivalents.

SACRED HISTORY (GRADE I. ACADEMY.)

Section I.

1. Moses was a *law-giver:* John the Baptist was the *forerunner* of Christ: Peter was Christ's *disciple:* Paul was an *apostle:* Christ was *king*. Give and illustrate the meanings of the names printed in italics.

2. Write out ten of the precepts given by our Saviour in the Sermon on the Mount.

3. Under what circumstances did Jesus begin his public ministry? What was his first miracle? What was his first parable? Give a minute account of both.

Section II.

4. Enumerate the events which took place from the time of our Saviour's arrest until the day of his crucifixion.

5. What is said in the Gospel of St. John of the "Good Shepherd"?

6. What circumstances in the history of St. Peter indicate his impetuosity of character?

Section III.

7. Describe the election of "one of the twelve" to fill the position held by Judas the betrayer.

8. Write out in a column the names of the places visited by St. Paul on his first missionary journey, and make one statement in connection with each place respectively.

9. What were the circumstances connected with Paul's visit to Athens. Repeat his speech delivered on Mars Hill.

ENGLISH GRAMMAR (GRADE II. ACADEMY.)

I.

1. Form the plurals of pailful, forget-me-not, spend-thrift, lord-lieutenant, Miss Ross, hanger-on, crocus, criterion, formula, reef.

2. Give examples of adjectives that are capable of being used substantively. What kinds of adjectives are *not* used in the following sentence:—"Every man did that which was right in his own eyes."

3. Write in tabular form the inflections of the personal pronouns.

II.

4. Write three short sentences in which the nom. poss. and obj. cases of "who," used as a relative pronoun, respectively occur.

5. Give transitive verbs corresponding to fall, lie, sit, rise. Distinguish between transitive and intransitive verbs.

6. What is the subject of a sentence? Give examples of five different kinds of subjects.

III.

7. Parse the words in italics:—

For who, to dumb *forgetfulness a prey*, *This* pleasing anxious *being e'er* resigned, Left the warm *precincts* of the cheerful day. Nor cast *one longing* lingering look *behind?*

8. Construct three sentences; the first must contain a clause equivalent to an adverb, the second a clause equivalent to an adjective, and the third a clause equivalent to a noun.

9. Construct a complex sentence with two subordinate clauses. Analyze the sentence so constructed.

ENGLISH COMPOSITION (GRADE II. ACADEMY.)

1. Write the following extract, correcting its spelling and inserting necessary punctuation:—

I was a hypocondriac lad and the sight of a boy in fetters upon the day of my first putting on the blue cloathes was not exactly fitted to asuage the natural terrors of initiation. I was of tender years barely turned of seven and had only read of such things in books or seen them but in dreams. I was told he had run away. This was the punishment for the first offence. As a novvice, I was soon after taken to see the dungens these were little square Bedlam cells where a boy could just lie at his length upon straw and a blankit—a matress I think was afterwards substituted—with a peep of light let in askanse from a prison orrifice at top.

2. Write in correct English :—

(*a*) Newton invented the law of gravitation.

(*b*) The Board of Education has resolved to erect a building large enough to accommodate five-hundred students three storeys high.

(*c*) She only lived for her child.

(*d*) He bears this with great equanimity of mind.

(*e*) This is the man whom they thought was a clergyman.

3. Write an essay (not exceeding one page) on *one* of the following subjects:—

A day's outing.
Kindness to animals.
Books.

ALGEBRA (GRADE II. ACADEMY.)

Section I.

1. Divide $12a^8+2a^6b^2-40a^4b^4+34a^2b^6-8b^8$ by $4a^4-6a^2b^2+2b^4$.

2. Add together these three fractions:

$$\frac{4a+5}{5a},\ \frac{3a-7}{3},\ \text{and}\ \frac{9a+5.}{12a^2}$$

3. Simplify by factoring the following :

$$\frac{a^2-3a-10}{x^2-7x+12}\div\frac{a^2-9a+20}{x^2-8x+16}$$

Section II.

4. Find the H. C. F. of :

$$36x^2-3x-105 \text{ and } 15x^2+31x+10$$

and the L. C. M. of :

$$a^2-b^2,\ a^2-2ab+b^2, \text{ and } a^3-b^3$$

5. Solve the equation :

$$\frac{18}{x+10}-\frac{9}{x+12}=\frac{12x+33}{x^2+22x+120}$$

6. Solve the equation :

$$\frac{x-b}{a-b}=\frac{x+2b}{a+b}$$

Section III.

7. Divide the number 200 into two parts so that one-half of one part increased by 25 shall equal one-third of the other part.

8. A man pays 100 dollars for a rifle, a shot-gun and revolver; one-half the price of the rifle equals one-third of the combined price of the shot-gun and revolver. What did the rifle cost ?

9. At what time between five and six o'clock will the hands of a clock be opposite each other ?

FRENCH (GRADE II. ACADEMY.)

Section I.

1. Translate into English :—Cependant la trahison d'un Grec nommé Epitatès avait livré aux Perses les hauteurs qui dominent le défilé. Léonidas, en ayant été instruit, n'en résolut pas moins de disputer le passage à l'armée de Xerxès ; il revêtit ses habits royaux, sacrifia aux dieux, fit faire aux trois cents hommes qu'il commandait un léger repas, et fondit à leur tête sur l'ennemi. Quatre fois il fit reculer les Perses ; mais enfin, accablés par le nombre, ces héroiques guerriers moururent tous jusqu'au dernier. Plus tard les Grecs firent élever en ce lieu un monument portant cette inscription :

Passant, va dire à Sparte que nous sommes tous morts ici pour obéir aux lois de la patrie.

2. Translate into French :—One day our hero took part in a fight between a large lion and a bull of great strength. The lion, as you know, is called the king of beasts; but he is also very adroit in the way he seizes his prey ; and he soon showed this, taking hold of the bull by the throat, so that the latter might not be able to use his horns against him.

Section II.

3. Give the third person plural of the past (preterite) definite of all the verbs in the above passage.

4. Write out in full with the English the present subjunctive of *aller*, *voir*, and *vouloir*.

5. Translate these quotations:

(*a*) Je vous l'avais bien dit,

(*b*) Je me ferais couper un bras plutôt que de la perdre.

(*c*) Le grenadier ne savait comment faire porter la cocarde à l'enfant.

Parse all the verbs in these quotations.

Section III.

6. Give answers in French of at least twenty-five words each to the following questions:

(*a*) Where, when, and by whom was the Battle of Hastings fought?

(*b*) What do you know of Wolfe and Montcalm ?

(*c*) How often was Frontenac Governor of Canada ?

Put the three queries also in French before answering them.

7. What are the special feminine forms of French nouns and adjectives?

8. (Must be taken by all the pupils.) Write from dictation he passage read to you.

ARITHMETIC (GRADE II. ACADEMY.)

Section I.

1. Simplify

$$\frac{8\frac{3}{5}-7\frac{3}{4}+5\frac{2}{3}-4\frac{1}{2}}{13-11\frac{9}{10}+10\frac{7}{9}-9\frac{17}{20}}\times\frac{3}{11}\text{ of }\frac{365}{72}$$

and reduce the result to a decimal fraction.

2. If 6 compositors working 8 hours a day for 10 days set up the type for a book of 720 pages, having 45 lines on a page, how many hours a day must 9 compositors work to set up the type for a similar book of 540 pages of 48 lines on a page in 4 days.

3. (*a*) Reduce 4 mi. 12 per. 5 yds. 6 in. to inches, and show that the work is correct by changing the result into miles, etc.

(*b*) Find the value in Canadian currency of £12 6s.

Section II.

4. Extract the square root of 1892.25.

(*a*) A moat 39 feet broad closely surrounds a wall 52 ft. high. How long a ladder will be required to just reach the top of the wall from the outer edge of the moat?

5. Define Premium, Days of Grace, Brokerage, Discount.

(*a*) Find the difference between the True and the Bank Discount on $165.60 for 3 yrs. @ 5 per cent.

6. A father dies leaving $1,690 to be paid to his son John at the end of $3\frac{1}{2}$ years with simple interest @ $5\frac{1}{2}$ per cent., and $1,728 to his son James to be paid at the end of the same period with compound interest @ 5 per cent. How much does each eventually receive?

Section III.

7. Give the table of weights and measures in the Metric System.

(*a*) A wheel of a bicycle is 2 metres in circumference. How many times does the wheel revolve in going five miles?

8. A room 30 ft. long 24 ft. wide and 12 ft. 6 in. high contains 3 windows, each 6 ft. by 3 ft., and 2 doors, each $7\frac{1}{2}$ ft. by $3\frac{1}{2}$ ft. The base-board is 6 in. wide. How much will it cost to paper the room with paper 27 in. wide, and worth 21 cents per yard.

9. How many cubic metres of water are contained in a rectangular tank 625 cm. long, 160 cm. wide and 80 cm. deep? How many litres? How many kilograms? How many gallons?

CANADIAN HISTORY (GRADE II. ACADEMY.)

1. Answer any three of the following questions:—

(*a*) Describe the relations of Frontenac with the Indians and the New England colonists.

(*b*) Indicate the importance and trace the fortunes of Louisbourg.

(*c*) Write what you know about boundary disputes between the United States and Canada.

2. Make brief but precise notes on: Poutrincourt, Mme. de la Tour, Jesuit missions, expulsion of the Acadians, Carillon, Vaudreuil, "Family Compact," Chrysler's Farm, Louis Papineau, Reciprocity Treaty of 1854.

3. Assign events to 1534, 1629, 1641, 1774, 1842.

4. Outline the main political events of 1842-67.

BRITISH HISTORY.

Answer any three parts of question 1, and two of the other questions.

1. (*a*) Sketch the reign of Edward the Confessor.

(*b*) Describe the relations of England and Scotland during the reigns of Edward I. and Edward II.

(*c*) Give as long a list as you can, with dates, of the domestic disturbances which took place under the Tudors.

(*d*) Explain Cromwell's policy towards Ireland, Scotland and the continental states of Europe.

(*e*) Name ten great naval engagements in which England has taken part.

2. Make brief but precise notes on:—Penda, Hengsdown Hill; Edmund Ironside; *Curia Regis*; Anselm; Third Crusade; Provisions of Merton; Battle of Herrings; Treaty of Pecquigny; Act of Supremacy; Petition of Right; Titus Oates; Ramillies; Gordon Riots; Cawnpore.

3. Assign dates to:—Death of Alfred the Great; Battle of Stamford Bridge; Constitutions of Clarendon; Mise of Lewes; Wat Tyler's Revolt; Capture of Calais; Execution of Charles I.; Trial of the Seven Bishops; Battle of Plassey; Repeal of the Corn Laws.

4. Trace minutely the geographical development of the British Empire as it exists to-day.

ENGLISH (GRADE II. ACADEMY.)

Section I.

1. (*a*) Give the date of publication of "The Lady of the Lake."

(*b*) Give a short description of the place of the scene of action in the poem.

(*c*) Give the title of each Canto.

2. To whom, by whom, and on what occasion were the following words spoken:

(*a*) "My hope, my heaven, my trust must be
My gentle guide in following thee."

(*b*) "Back, beardless boy"!

(*c*) "Chieftains forego,
I hold the first, who strikes, my foe."

(*d*) " Earth does not hold a lonesome glen
So secret but we meet again."
(*e*) " Weird women we by dale and town
We dwell afar, from tower and town."

3. To each of the following lines add five lines of the context.
(*a*) " The Hunter marked the mountain high."
(*b*) " The mountaineer cast glance of pride."
(*c*) " A Chieftain's daughter seemed the maid."
(*d*) " Speed, Malise, speed."

SECTION II.

4. Write short notes on each of the following :
(*a*) The Fiery Cross.
(*b*) The Bleeding Heart.
(*c*) James Fitz James.
(*d*) " Three mighty lakes."

5. (*a*) Give the derivation of each of the following words:

Stanch, *sheen*, *prove*, *shallop*, *whinyeard*, *boon*, *quarry*.

(*b*) Write out seven sentences, each containing one of the above words respectively to show that you know the meaning of the words used.

6. Locate the following places and give a short description of each : Coilantogle, Balquidder, Glenfinlas, Lock Lomond, Beal 'an Duine.

SECTION III.

7. Give a description of the meeting between Roderick Dhu and Malcolm Graeme as narrated in Canto II.

8. Write an account of the life of Sir Walter Scott, mentioning his principal works with the date of publication.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II. Model School.

DRAWING (GRADE II. ACADEMY.)

1. Draw a regular pantagon within a circle two inches in diameter, and on each side of the pentagon describe an equilateral triangle.

2. Draw a prism in perspective whose length is three times the width of its base.

3. Represent on paper any kind of a carriage. (Do not attempt this by way of caricature.)

4. Draw the figure underneath with the usual finishing line. (The paper used must be drawing paper.)

he has the qualities that go to make the popular story-teller. "Soldiers of Fortune" is a wholesome, well-told tale, in which the interest of the reader is sustained till the end. The value of the book is enhanced by the original drawings of Charles Dana Gibson, to whom was entrusted the illustration of the story.

Official Department.

Department of Public Instruction.

Quebec, May 21st, 1897.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., L.L.D., in the chair; The Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; H. B. Ames, Esq., B.A.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; Principal Robins, LL.D.; N. T. Truell, Esq.

Samuel Finley, Esq., sent a letter of regret at his unavoidable absence.

The minutes of the last meeting were read and confirmed.

Report of the sub-committee on professional training was submitted.

Moved by the Reverend E I. Rexford, seconded by Dr Robins, and

Resolved,—That the following memorandum, adopted by the joint committee on professional training in conference with representative of the universities be received and adopted, and that copies of the memorandum be transmitted to the universities for their approval:

Memorandum.

1st. That academy diplomas shall be granted only to graduates in arts who fulfil the following professional conditions, namely: (*a*) That they attend a course of about one hundred lectures on education given in the universities during some year of the under-graduate or post-graduate course, and pass a satisfactory examination in the same, and (*b*) that they produce satisfactory evidence of having

taught under supervision for fifty school days in a school approved by the Protestant Committee, and (2) of adequate teaching ability and powers of discipline.

2nd. That such a course be considered part of the university course and one of the options for the B. A. degree.

3rd. That the course recommended above may be provided for by the appointment of a professor of education on the staff of the faculty of arts in either or each of the universities.

To complete this arrangement, it will be necessary for the professor of education to arrange and supervise the practical training of the candidates, and to certify that the candidates have fulfilled the non-professional requirements laid down by the Protestant Committee.

Moved by Dr. Robins, seconded by the Reverend Mr. Love, and

Resolved,—That the regulations respecting professional training adopted in November 1896, be amended so that the paragraph read thus:

That after September 1897, professional training be required for every grade of diploma, and that thenceforth diplomas for Protestant schools be granted only by the Protestant Commttee of the Council of Public Instruction, acting through the Central Examining Board, which is held to report its actions statedly to the Protestant Committee.

Moved by Dr. Robins, seconded by Professor Kneeland, and

Resolved,—That paragraph 2 of the regulations above cited be explained by inserting the following note:

Until further notice the Principal of the Normal School is permitted in exceptional cases to accept third grade model school certificates as qualifying for admission to the elementary school class of the Normal School at the September admission only.

The report of committee on distribution of bonuses to successful teachers was presented and, upon motion of Mr. Ames and Professor Kneeland, was adopted.

The secretary submitted a list to show the second allocation of the poor municipality fund as proposed by the department. The list was duly approved.

The resignation of E. J. Hemming, Esq., Q.C., D.C.L., as associate member of the Committee, was read, after which

it was moved by the Reverend Principal Shaw, seconded by the Very Reverend Dean Norman, and

Resolved,—That we learn with regret that our esteemed colleague, E. J. Hemming, Esq., Q.C., D.C.L., finds it necessary to tender his resignation as a member of the Protestant Committee of the Council of Public Instruction.

That in reluctantly accepting his resignation, we do so with pleasant memory of our association with him through many years in the work of the committee, and of his uniform courtesy towards his Confrères, and with cordial appreciation of the long and faithful and most valuable service which, with untiring devotion, he has rendered to the interest of Protestant education, while his legal knowledge and experience have been of very great service on many important occasions.

We hereby record our high estimate of his personal worth and of the great benefit which his public labors have afforded to the province in its educational, moral and material advancement.

That a copy of this resolution be forwarded to Dr. Hemming.

It was agreed to proceed to the election by ballot of a successor to Mr. McArthur.

Letters and petitions from various persons were read by the secretary in favor of the following persons:—The Reverend Professor Warriner, B.D.; S. P. Leet, Esq., B.C.L.; N. T. Truell, Esq.; G. J. Walker, Esq.; John McOuat, Esq.; J. H. Buchan, Esq., B.C.L.; J. C. Wilson, Esq., and George Calder, Esq., B.A.

Balloting was continued till Mr. W. J. Whyte, of Leeds, received a majority of votes and was declared elected.

The Honorable Justice Lynch, D.C.L., of Knowlton, was then elected in the same manner to fill the vacancy caused by the resignation of Dr. Hemming.

The following changes in the course of study for grade three academy were approved on recommendation of the A. A. Board of Examiners:

Latin to be:—Cæsar Bell. Gall., bks. 1 and 2.
Virgil, Aeneid, bk. 1.
Latin Grammar.
Translation at sight and prose composition, both based on the prescribed prose text.

Greek to be:—Xenophon, Anab., bk. 1.
Greek Grammar.
Translation at sight and prose composition, both based on the prescribed text.

French to be:—French Grammar.
Easy translation from French into English and from English into French. The reproduction in French of an essay read in English.

The report of Dr. Shaw and Dr. Robins on the application of Miss Pitcher, of Stanstead College, for the introduction of German into the course of study for academies was read and adopted. The recommendations contained therein were to the effect that German be not made an optional subject in grade two academy, but that in grade three it be accepted when a school provides it in place of Greek.

The application of Miss I. H. Ferguson for a first class diploma was granted.

The chairman reported progress on provision for preparing and printing English version of amended school law. It was agreed to leave the matter in his hands and to continue the work of translation.

The report of sub-committee on distribution of grants was presented by Professor Kneeland and re-committed to the sub-committee.

Dr. Shaw and Dr. Robins reported in favor of recognizing the New Jersey Normal School as a "public training institution outside of the province approved by the Protestant Committee," to enable such persons as have taken its course to receive academy diplomas on fulfilment of the other conditions legally required, reg. 54; and in favor of accepting all diplomas issued by said school as *primâ facie* evidence of proficiency in the subjects covered by its examinations, and of exempting the holders from examination in such subjects when they apply for a diploma valid in this province. The report was adopted.

Dr. Robins gave notice of the following motions:

First,—That it is expedient to issue a diploma for Kindergartners.

Second,—That it is desirable to modify the existing system of paying bursaries to students attending the McGill

Normal School, and to equalize by other measures the terms on which teachers-in-training from the country and from the city of Montreal attend this institution.

The report of the text-book committee was read. Moved by Professor Kneeland, seconded by the Reverend E. I. Rexford, that the report be received and adopted, and that the secretary be instructed to forward the recommendations therein contained, to the Lieutenant-Governor in Council for approval.—Carried.

The following books are therefore to be submitted to the Lieutenant-Governor in Council for authorization for use in Protestant schools: (1) Collar's First Latin Book, Ginn & Co.; (2) White's First Greek Book, Ginn & Co.; (3) Church's Shorter Latin Course, parts 1 and 2, McMillan; (4) West's English Grammar for Beginners, Copp, Clark Co.; (5) West's Elements of English Grammar, Copp, Clark Co.; (6) Hyde's Practical Lessons in English, Copp, Clark Co.; (7) Brooke's English Literature, new edition; (8) Tarr's Physical Geographies, McMillan & Co.; (9) Muche's Science Readers, McMillan & Co.; (10) Story Book Readers, Nelson & Sons; (11) Quebec Readers, Educational Book Co., Vertical Copy Books, Educational Book Co.

The Reverend Dr. Shaw on behalf of the Special Committee on Text Books, reported: That verbal changes demanded by this Committee in agreement made by special Committee with the Educational Book Company, referred to in minutes of February 24th, 1897, have been made with the approval of the Educational Book Company.

He also submitted the reply of the Educational Book Company as to the obligations of the company in their contract of February 12th, 1895, with this Committee concerning their course of Readers.

A letter from Mr. Crapsey, concerning mathematical blocks, was read. It was moved by the Reverend E. I. Rexford, seconded by the Reverend Dr. Shaw, That the attention af the Superior Schools be directed to Kennedy's Mathematical Blocks as a very desirable piece of apparatus for teaching elementary mensuration.—Carried.

The list of deputy examiners for the June examinations was approved, subject to the concurrence of the department.

The following examiners were appointed to assist Dr. Harper in the examination of superior school papers: Inspectors Parker, Hewton and Gilman, Professor Kneeland, Madam Cornu, Miss Gale, Mr. R. M. Harper, Mr. P. Langlois.

Moved by Mr. G. L. Masten, seconded by the Venerable Archdeacon Lindsay, That the sum of three hundred dollars be allowed to defray the expenses of the examiners taking part in the examination of superior school papers, and that Dr. Harper consult with the Quebec members as to the selection of examiners to replace any who may be unable to act.—Carried.

The Reverend Dr. Shaw, the Reverend E. I. Rexford and the Reverend A. T. Love were appointed a sub-committee to prepare for the distribution of superior education grant in September, the chairman and the teachers' representative being members ex-officio.

Moved by Dr. Cameron, seconded by Mr. Masten, That the Secretary be instructed to secure from the universities and colleges receiving grants from the Committee, a statement giving the number and names of *bonâ fide* matriculated students who have passed the various sessional examinations.—Carried.

Dr. Harper's interim report was read.

The directors of institutes announced that they had decided to recommend that no institutes be held this year.—Approved.

The following financial statement of the Committee was submitted and approved:

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1897. *Receipts.*

Feb. 24—Balance on hand.....	$4,160 85

1897. *Expenditure.*

Feb. 27—Inspector of superior schools, salary.....	$	300 00
Secretary's salary..		62 50
Apr. 13—Inspector of superior schools, supplies from T. J. Moore.....		12 80
May 14—Inspector of superior schools, salary to July 1st.....		300 00
Secretary's salary.....		62 50
J. M. Harper, expenses on trip to examine schools for school ground prize		40 00
	$	777 80
Balance on hand		3,383 05
		$4,160 85
Balance as per bank book		$3,723 05
Outstanding cheques.....		340 00
True balance.....		$3,383 05

R. W. H.

Notice of motion by Mr. H. B. Ames. That at the next meeting of the Committee I will ask for the consideration of the subject of giving to each member of this Committee the right to appoint a proxy in case of necessary absence.

Notice of motion by Mr. Truell. That a permanent subcommittee on the course of study be appointed to consider any alterations in the course which it may be found necessary to make from time to time.

After reading the rough minutes the Committee adjourned to meet on Friday, September 24th, or earlier, on the call of the chairman.

G. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 16th of June (1897), to detach from the municipality of "Pointe Claire," county of Jacques Cartier, the following cadastral lots, to wit: from and including No. 63 to No. 107 inclusively, and to erect them into a distinct school municipality, by the name of "Côte Saint Rémi," of the parish of Pointe Claire, county of Jacques Cartier.

16th June.—To erect the following territory into a distinct school municipality, for Protestants only, under the name of "Saint Sauveur school municipality":

1. A tract of land situated on the north side of the river Saint Charles; bounded on the north by the parish of Charlesbourg, on the south by the river Saint Charles, on the east by the parish of Notre-Dame des Anges, and extending on the west as far as, but not including lot 52 of l'Ancienne Lorette. Cadastral numbers 2382, 2383, 2386, 2387, 2400, 2401, 2404, 2405, 2406, 2407, 2408, 2409, 2418, 2419, 2420, 2421, 2422, 2425, 2426, 2428, 2429, 2431, 2432, 2433, 2434, 2435.

2. A tract of land situated on the south side of the river Saint Charles; bounded on the north by the said river, on the south by the parish of Saint Foye, on the east by the city of Quebec, and on the west by the parish of l'Ancienne Lorette. Cadastral numbers 2343, 2346, 2354, 2356, 2357, 2360, 2361, 2364, 2365, 2366, 2367, 2372, 2373, 2376, 2377.

3. Cadastral lot number 12 of l'Ancienne Lorette.

16th June.—To detach from the school municipality of Saint Charles, "parish," county of Saint Hyacinthe, lots Nos. 602, 603, 604, 605, 606, 607 and 608 of the cadastre of the parish of Saint Denis, same county, and annex them to the school municipality of Saint Denis, No. 2.

30th June.—To detach from the school municipality of Ile Saint Ignace, county of Berthier, district No. 1, which comprises the whole north concession of Ile Saint Ignace, Ile Saint Amand, Ile des Plantes and Ile Ducharme, and erect it into a distinct school municipality under the name of "La Vérendrie."

30th June.—To detach from the school municipality of "l'Annonciation," county of Labelle, the following lots, to wit:

Nos. 1 to 28 inclusively, range south-west, Rivière Rouge, township Marchand.

Nos. 1 to 28 inclusively, range north-east, Rivière Rouge, township Marchand.

Nos. 1 to 25 inclusively, range south, Macaza, township Marchand.

Nos. 1 to 24 inclusively, range north, Macaza, township Marchand.

Nos. 24 to 38 inclusively, range A, township Marchand.

Nos. 24 to 38 inclusively, range B, township Marchand.

Nos. 1 to 8 inclusively, range C, township Marchand.

Nos. 1 to 9 inclusively, range D, township Marchand.

Nos. 1 to 9 inclusively, range E, township Marchand.

Nos. 1 to 25 inclusively, range F, township Marchand, and erect this territory into a distinct school municipality, under the name of "Macaza."

30th June.—To erect into a new school municipality, by the name of "school municipality of Agnès and Mégantic," in the counties of Beauce and Compton, the village of Agnès, county of Beauce, and village of Mégantic, county of Compton.

30th June.—To detach from the school municipality of "Grande Baie," county of Chicoutimi, all the numbers of the official cadastre of the "village Grande Baie," county of Chicoutimi, and the following lots of the cadastre of the "parish of Saint Alexis," in the said county, to wit: from and including No. 58 to No. 101, inclusively, numbers 105, 111, 112 and 113, from and including No. 314 to number 318, inclusively, and number 474, and to erect them into a school municipality under the name of "village Grande Baie"

30th June.—To appoint Mr. Thomas Gilchen, a member of the Catholic school commission for the city of Quebec, to replace Mr. Felix Carbray, whose term of office has expired.

30th June.—To appoint Mr. Paul G. Martineau, advocate, of the city of Montreal, a member of the board of Catholic school commissioners, to replace Dr. L. E. Desjardins, whose term of office has expired.

30th July.—To appoint the Honorable Richard R. Dobell a school trustee for the municipality of Saint Colomban of Sillery, in the county of Quebec, in the place of himself, his term of office being expired.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 28th of August last (1897), to detach the lots contained in ranges five and six, of the *fief* Cumberland and the Saint Jean concession, as well as lots 2, 3, 8 and 11, in the first range, and lots 5, 6, 7, 8, 9 and 11, in the second range of the township of Watford, from the school municipality of Saint Benjamin, Dorchester county, and annex them to the school municipality of Aubert Gallion, Saint George, Beauce county.

To erect into a school municipality under the name of "Saint Charles de Spaulding," in the county of Beauce, the following territory, to wit:

All the lots from No. 1, inclusively, to No. 36, inclusively, of ranges I, II, III, IV, V, VI, VII, VIII and IX, of the township of Spaulding.

To substitute the name of "Saint Philémon" to that of "Township Mailloux" for the school municipality bearing this latter name in the county of Bellechasse and to amend in keeping with the foregoing the orders in council of the 19th of July 1870, of the 18th of September 1871, of the 9th of July 1883 and of the 18th of February 1892.

To appoint the Reverend Messrs. P. M Albert Hogue, parish priest of Shefford West, and Auguste Laurence, parish priest of Westbury, school commissioners for the school municipality of Saint François-Xavier de Farnham East, in the county of Brome.

To appoint Messrs. James Rourke, Robert Wright, David Hornby, John Jack and William Samuel Semple, school commissioners for the new municipality of "Saint Sauveur," county of Quebec.

His Honor the Lieutenant-Governor has been pleased to appoint, on the 28th of August last (1897), Messrs. François Rocheleau, Narcisse Dusseault, Regis Molleur, Alfred Deranleau and Alex. Bélisle, jnr., school commissioners for the new municipality of Saint Pierre de Vérone, county of Missisquoi.

To appoint, on the 25th of August last (1897), Mr. Domino Langevin, school commissioner for the school municipality of Saint Vincent d'Adamsville, county of Brome, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 13th September instant (1897), to detach from the municipality of Garthby, in the county

of Wolfe, the village of Beaulac, and to erect the same into a separate school municipality with the same limits as are assigned to it by the proclamation of the 17th December last, 1896.

To appoint Reverend Mr. A. A. Soucy, school commissioner for the municipality of Fox Cape, in the county of Gaspé, in the place and stead of Mr. Baptiste Vallée, *père*.

15th September —To detach from the school municipality of Saint-Tite village, in the county of Champlain, the following lots of the official cadastre of the parish of Saint-Tite, in the said county, to wit: from and including No. 245 to No. 251 inclusively, and from and including No. 296 to No. 330 also inclusively, and to erect the same into a separate school municipality under the name of "Saint-Tite North."

The foregoing erections will take effect on the 1st July next, (1898).

CIRCULAR FOR 1897-98.

The attention of the principals and head-teachers of the superior schools is respectfully invited to the following suggestions and instructions for 1897-98; and for the guidance of this office they are requested to send by return of mail a postal card with the names of the members of their staff and grades of Diplomas, as well as the names of the chairman and secretary-treasurer of the commissioners or trustees:

1.- The course of study and a neatly written or printed time table should be framed and hung in each school-room.

The teacher should endeavour to improve the appearance of the school-room by means of maps, charts, and wall decorations, such as pictures saved from the illustrated papers; while the light should be modified by window-blinds or curtains. Each room should, as far as possible, be supplied with the maps and charts required for the grades in that room. It is all but certain that in the interests of the school, the commissioners will co-operate with the teacher in this work, as well as in the beautifying of the school-grounds, if the latter only take the initiative steps. In the beautifying of the school-grounds, the teacher should always be able to report to the inspector some progress every year, so that one of the prizes should eventually be obtained.

2. Last year the inspector issued with his notices, intimating the date of his official visits, a tentative programme for the day of his inspection. Enclosed the teacher will find a copy of that programme, which ought not to be lost sight of as a guidance towards a daily improvement in the work of the school-room. It was intended that such a programme should indicate not a specially prepared examination, but the routine to which the pupils are submitted from day to day.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, an abstract writing, as well as in the Fifth Reader, are to be found in the first half of these books. The poetical extracts should receive careful attention and be committed to memory. All teachers are earnestly requested to continue the daily sentence drill as an adjunct to every school study.

4. In Grade I. Academy, the selections for French reading and translation are included in the first half of the Progressive Reader, Part First, with the first five prose extracts for dictation and retranslation. In Grade II. Academy, the selections in French are to be taken from any part of the same book with the first six prose extracts for dictation and re-translation. At the last examination the selection for dictation was by mistake taken from a lesson in the translation passages, but this year it will be strictly confined to the portions indicated above. The pupils of Grade II. Model School may read the first five extracts from the same Reader in connection with their grammatical course. All the pupils of all grades should be exercised every second day at least in colloquial French.

5. The Mental Arithmetic and Memory Drawing will be of a like scope with former years' work, while the questions in history for Grades II. and III. Model School, will refer to the more prominent events as outlined in the authorized text-books.

6. The teacher, especially the teacher who teaches this year for the first time in a superior school, should take note that the items on which the inspector reports are : diplomas, efficiency of the whole staff, condition of the building, as well as the state of the furniture, apparatus, grounds and outhouses. He will also take note of the new books added to the library.

7. In every department of the school attention must be given, directly or indirectly, to physical, vocal, sentence and moral drill, as indicated in the enclosed tentative programme, when the development of the whole being of the child is under the right kind of developing processes and the efficiency of the classes in this connection will be taken special notice of by the inspector at the time of his visit. "All education is self-education, and beginning with self-criticism ends in self-control."

8. The principal or head-teacher, who by regulation has charge of the whole school, is earnestly requested to show this circular to his associate teachers, with the request that it be carefully considered by them. The spirit of co-operation should prevail in all our work connected with our school work and school life, and should any teacher have suggestions to make, it is needless to say that, in the future as in the past, they will be most respectfully received and considered. Through such co-operation no mistake has ever been allowed to militate against any school or pupil.

J. M. HARPER,
Inspector of S. S.

OFFICE OF THE INSPECTOR
OF SUPERIOR SCHOOLS,
Quebec, September, 1897.

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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

No. 10. OCTOBER, 1897. Vol. XVII.

Editorial Notes and Comments.

On another page of this number of the Record will be found an abstract of the minutes of the last Convention of the Teachers' Association. Our readers who intend to be present at the coming Convention will find it of great service to read over this abstract before attending the meetings. Even those who were present last year will be able to take a more interested part in the discussions and other proceedings if they have clearly before them what was done at the Convention last autumn. As we said last month, the meeting of the Protestant Teachers' Association, to be held on the 21st, 22nd and 23rd of October, promises to be a most important gathering of those interested in education.

—The editor of the *School Journal* strikes the key note of sound education when he says: The best guarantee for success in teaching is the personality of the educator. Virtue can be taught only by virtue. A great deal may be done by means of methods and devices, but example accomplishes infinitely more. Whatever you want your pupils to be, you yourself ought to be. This is particularly important in the teaching of morals and manners. Grow better and your schools will grow better.

—It is not an uncommon thing, says the *Teacher*, to hear young teachers express the greatest distaste for their work, and to regret the day when they are obliged to return to their desks. It sounds strange to hear young people who have spent years of preparation for the work, speak in

such evident dread of its labours and responsibilities. It must be admitted that such a state of mind ought not to exist, for the world rightfully expects of youth not only eagerness to work, but bright and hopeful enthusiasm, with charming illusions which only years dispel. The cause for this unnatural state of mind in young teachers in some instances is not hard to find. The schools are shamefully overcrowded. Teachers can neither do their best work, nor even good work under conditions so discouraging. Teachers who have enormous classes do not *teach* school, but simply *keep* school. To one bred in the best educational thought and traditions, such an outlook is unpromising if not discouraging, and there is little wonder that there is such manifest disinclination to assume the burdens and responsibilities of educating classes of sixty children and upwards, cooped up in rooms large enough for only half the number. The truth is that theory and practice are ever at war in our schools, and the young teacher has great difficulty in adjusting the two into a workable system. The best modern educational methods are most successful when used with small classes of thirty or forty, and fail with large classes. The young teacher, saturated with methods adjusted to a normal number of pupils in a class, finds herself, as a rule, with large classes at the outset, thus absolutely precluding the highest grade of work.

Current Events.

At the last meeting of the corporation of Bishop's College, a large increase was reported in both the college and school this year—the number of new pupils being, college, twenty-two; school, thirty-seven; giving a total of sixty-two in the college and eighty-six in the school on September 22,—while the principal stated that if he had eight rooms at his disposal he could actually fill them with students, so that the institution is now in a crowded state and calls loudly for expansion. At a subsequent conference with Mr. Armitage Rhodes and the Rev. Mr. Williams, representing the school association, the question of college extension was discussed, and Canon Adams read his memorandum on the subject. The chief point of the memorandum was the suggestion that the school should invest the major part of the recent legacy of the late Mr. J. H. R.

Molson, of Montreal, in a building which should be an extension of the college. The suggestion of additional buildings at Lennoxville was met by another suggestion, which was that the seat of the divinity faculty should be removed from Lennoxville to the city of Quebec. Finally the whole question of college extension as well as the suggested removal of the divinity faculty to Quebec, was referred to a committee to consist of representatives of the corporation, the school association, and the diocese at large. This committee was asked to consider the question forthwith and to report to a special meeting of the corporation, which will probably be called before the close of 1897.

—Among the new appointments which came into effect at the recent reopening of McGill College for the work of another year, is that of Mr. H. M. Jacquays as demonstrator in the department of Mining. Mr. Jacquays is not unknown in the educational world of this province, having been at one time head teacher of Mansonville Model School. The new Chemistry and Mining building, which was to have been ready for occupation this autumn is not yet completed, but it is hoped that some of the laboratories may be ready by mid-winter.

—The principal and staff of Lachute Academy are to be congratulated on the excellent standing taken by the pupils of that school who presented themselves for the A. A. examination last June. The examiners in their report have drawn especial attention to the good work done in this institution, in the various branches, including Optional Arithmetic, English Literature, Botany and Physics. In Botany it is worthy of remark that the average percentage of the six candidates presented at Lachute was over seventy-seven per cent. In English, the examiners express themselves as especially pleased with the papers sent in by the Lachute Academy and the Girls' High School, Montreal, the pupils "showing an intelligent grasp of the different periods of English Literature, and appearing thoroughly grounded in the authors they were given to study." In Arithmetic, they say that the candidates from Lachute and Waterloo Academies deserve special mention for the excellence of their work. Commendation like this should be gratifying to all interested in the schools which have been found deserving of it.

—In a recent number of the Record, we referred to the disgraceful condition of some school districts in the United States, owing to the introduction of politics into educational matters. What better evidence of the pernicious effects of such a heterogeneous mixture as politics and education is needed than is to be found in this news item taken from an exchange. "There has been a fight between two political factions in the board of education, which has continued for the last three months. As a result, no provision has been made for the school children who should have begun their work on the 14th of September. No teachers have been engaged, the school tax will not have been levied, and many needed improvements of the school building have been neglected. The money allowed from the state has been lost for this year, owing to failure to make the required report. The tax-payers are indignant, and the State Superintendent will probably be called upon to settle the difficulty."

—It is said that the Sisters of Notre-Dame will establish in Washington, U. S. A., a woman's college, under the direction of the Catholic University. This institution will be known as Trinity College, and will be of the same grade as Vassar. The age required for admission will be seventeen years, and the courses will be of four years' duration. There is in the province of Nova Scotia a Roman Catholic university which has already conferred degrees in Arts upon women; we refer to St. Francis Xavier's, Antigonish.

—It will cost in round numbers $6,873,450 to run the public schools of New York city next year. That is the estimate the board of education made at its last meeting. The figures are an increase of $942,210 over the cost of running the schools in 1897. Some of the principal items of expense for next year are: Salaries of teachers and supervisors of special branches, $4,564,155, an increase of $599,395; salaries of teachers and janitors in the evening schools, $195,500; salaries of the board of superintendents, $72,500; support of the nautical school, $31,810; supplies for all schools—maps, books, and stationery, $508,691; rents of school premises, $96,707; fuel, $137,323; gas, $50,000; free lectures to workingmen, $60,200; libraries, $12,438; taking the biennial school census, $35,000.

—The plan by which, under the direction of the board of education of Philadelphia, twenty-one school yards, in

various parts of the city, were thrown open as playgrounds for the use of children who cannot enjoy the luxury of a seashore outing was very successful. The grounds were open five days each week, from eight in the morning to five in the afternoon, until the 28th of August.

—THE *Educational News* says that Williams College, Massachusetts, has taken the step, possibly unprecedented among institutions of learning, of adopting measures with the avowed intent to decrease the number of her students. The college has acommodations for only 300 of these, but the classes have been steadily growing of late until the number has risen to nearly 400. The consequent inconvenience has been great, and as a remedy the requisites for admission have been materially raised, while considerably less financial aid is to be given to needy students.

—THE fall of the "Western Teachers' Association" should serve as a warning to those who are too ready to be the dupes of their more unscrupulous fellow beings. The *School Journal* gives the following account as received by it from Denver, Colorado:—"The Western Teachers' Association passed into the hands of a receiver on the first of September, and its president, John McKenzie, who proved to be John McKenzie East, was arrested for using the mails for fraudulent purposes. The swindle came in from the effort to secure life membership fees of five dollars each from teachers seeking positions. The letter-heads state that the association has been in existence since 1887, but it is not probable that it has been in active operation more than two months. During this time, however, business has flourished, and John 'McKenzie's' mail has been very heavy. Upon East's own admission he has never filled a school position from his list of applicants, but he has simply received money from teachers, which they paid in the expectation of obtaining positions."

ABSTRACT OF THE MINUTES OF THE THIRTY-SECOND ANNUAL CONVENTION OF THE PROTESTANT TEACHERS' ASSOCIATION OF THE PROVINCE OF QUEBEC.

The thirty-second Convention was held in the lecture hall of McGill Normal School, Montreal, October 15th, 16th and 17th, 1896.

FIRST SESSION, OCTOBER 15th—At 11 o'clock a.m. the President, Inspector Hewton, took the chair and called the

convention to order. Reverend E. I. Rexford opened the session with prayer, after which the minutes of the Executive Committee for the past year were presented. Inspector Taylor considered that the proceedings of the Executive Committee would be conveyed to the convention in the report of the Corresponding Secretary, and moved, seconded by Mr. W. Dixon, "That the minutes of the Executive Committee be taken as read." Which motion was carried.

Mr. S. P. Rowell, Corresponding Secretary, then read the report of the Executive Committee. Five meetings had been held during the past year, and committees had been appointed to promote the interests of education along the same lines as in the previous year. An abstract of the minutes of last convention had been printed, also 2,000 copies of the revised constitution. The former had been distributed, and the latter were ready for distribution The request of last convention to place Arithmetic and Physical Geography on the A. A. options had been granted. A resolution had been forwarded to the Protestant Committee, requesting that provision be made to secure the legal recognition of "special teachers."

The report of the Executive Committee was received on motion of Mr. Jas. Mabon, seconded by Rev. E. M. Taylor.

Mr. N. T. Truell presented his report as delegate to the Protestant Committee.

Reference was made to recent changes in the membership of the Protestant Committee. One day, in November 1895, had been entirely devoted to the consideration of the needs of Elementary Schools, and it was agreed to request the Government to grant a larger subsidy to Elementary Education. The professional training of teachers had also received much consideration, but no scheme had yet been matured. The School Law had been completely revised and would soon be submitted to the Legislature. Reference was made to the changes in the A. A. work, and the opinion expressed that a fourth or additional grade would soon be necessary in the Academy work.

On motion of Inspector Taylor, seconded by Mr. S. P. Rowell, this report was received.

Dr. J. M. Harper presented the report of the Committee on "Professional Training." A joint meeting had been held, with a sub-committee of the Protestant Committee and a sub-committee of the Normal School, at which it was

suggested that the Central Board certificates be taken only as a guarantee of literary competency to pursue a course of training in the Normal School, which, when completed, would entitle the candidate to a regular diploma from the Protestant Committee. This committee asked permission to continue its work, which request was granted.

This report was received on motion of Rev. E. I. Rexford, seconded by Inspector Gilman.

The report of the committee on "Conversational English," was presented by Mr. N. T. Truell. The report advised sentence drill, more extensive reading, and a constant effort to correct the colloquial errors of the pupils.

On motion of Rev. E. I. Rexford, seconded by Inspector Gilman, the report was received and adopted.

Mr. C. A. Humphrey presented the report of the Committee on Periodicals. Sixty-one papers had been supplied at a cost to the association of $29.32. Those receiving the papers had contributed $28.45, making a total expenditure of $57.77.

This report was adopted on motion of Mr. C. A. Humphrey, seconded by Mr. S. P. Rowell.

Dr. S. P. Robins gave notice of motion that the Committee on Periodicals expend none of the funds of the association on American publications.

Mr. C. A. Humphrey presented the financial report of the association, which showed the receipts for the past year to have been $877.28, and the expenditure $340.15, leaving $537 13 to the credit of the association. This report was adopted on motion of Mr. Humphrey.

The report of the Curator and Librarian was presented by Miss Derrick. Forty books had been borrowed from the library by fifteen teachers. It was recommended that a committee should be appointed to select new books, and that catalogues should be printed, after the library had been replenished, and sent to each member of the association.

The report was received and adopted on motion of Mr. Vaughan, seconded by Mr. McNaughton.

Mr. Truell presented the report of the Text-book Committee, which consisted of a letter from Mr. J. A. Nicholson to Prof. Kneeland, convenor of the Text-book Committee of the Protestant Committee. The report advised great caution and strictness in dealing with publishers, pointing out that there were various defects in certain books now in

use, and that publishers do not supply the books at the price agreed upon, when the book is authorized. The present book on Physiology was declared too difficult and Bright's Graded Instruction in English was recommended for use in Elemetary Schools.

SECOND SESSION, OCTOBER 15th, began at 2.20 p.m.

The President in the chair. Dr. Robins read a letter from Dr. Heneker, regretting his inability to attend the convention. On motion of Dr. Robins, seconded by Mr. Dresser, the convention "acknowledged with gratitude the reception of the kind and appreciative letter."

The President appointed Messrs. Gilman, Howe, McNaughton and Fuller as scrutineers, and the election of officers was proceeded with, resulting in the election of Dr. J. M. Harper as President, Mr. N. T. Truell as Delegate to the Protestant Committee ; Messrs. E. W. Arthy and H. H. Curtis as Pension Commissioners ; and Miss Louise Derick as Curator and Librarian.

Mr. H. H. Curtis presented the report of the representative on the Pension Commission, and submitted a printed statement of proposed amendments to the Pension Act. The report was received and reserved for discussion during the last session of the convention.

The report of the Executive Committee was now submitted for discussion, in which part was taken by Messrs. Dresser, Mabon, Masten, Truell, Harper, Ford, Parmelee and Robins.

The subject of Arithmetic with seven figure logarithims, as required by the University Examiners in the A. A. work, was not satisfactory to some and it was resolved to refer the matter to the Executive Committee for action. It was also resolved to refer the selection of a suitable textbook in English History, for Grade II. Model, to the Textbook Committee of the Association.

The papers on Elementary Education by Mr. Truell and Inspector McOuat were then called for and read. In the discussion which followed part was taken up by Inspectors Taylor, McGregor, Lippens and Demers.

The debate was then adjourned and Mr. Silver gave notice of motion to authorize the purchase of books, &c., for the library.

THIRD SESSION, OCTOBER 15th.—This session was held in the Assembly Hall of the High School. The President oc-

cupied the chair. Rev. Dr. Shaw opened the meeting with prayer, after which the Ven. Archdeacon Evans welcomed the teachers in a cordial manner. The President's address was then delivered. Mayor Wilson Smith followed in an address of welcome and Rev. Dr. Shaw expressed his hearty appreciation of the aims of the convention. During the evening Miss Hollinshead twice enlivened the proceedings by a song, receiving a hearty encore each time.

The session was closed by singing the National Anthem.

FOURTH SESSION, OCTOBER 16th.—The President occupied the chair, and Rev. E. M. Taylor opened the session with prayer.

On motion of Inspector Taylor, seconded by Inspector Gilman, the thanks of convention were tendered to Inspectors Demers and Lippens "for their presence and helpful words."

The balloting for vice-Presidents resulted in the election of Dr. S. P. Robins, Miss Peebles and Mr. G. L. Masten.

The Hon. Boucher de la Bruère, Superintendent of Public Instruction, and Rev. Dr. Adams, being present, briefly addressed the convention.

A resolution to resolve the convention into two sections for the rest of the session was lost.

Mr. Arthy then introduced the subject of "Reading," which was taken up by Misses Osgoode, Metcalfe, Fisher and Hunter, who illustrated, with a class, the work of the first four years.

At this point in the proceedings the scrutineers reported and declared Mr. Wm. Patterson elected Corresponding Secretary and Mr. J. W. McOuat, Recording Secretary.

FIFTH SESSION, OCTOBER 16th.—A list of names was submitted by the Executive Committee of teachers who desired to become members of the Association. On motion of Prof. Kneeland, seconded by Mr. Vaughan, the list was approved, and those whose names appeared thereon were declared members of the Association.

Prof. Kneeland gave notice of motion regarding article 7 of the rules of order.

Mr. Ford moved, seconded by Mr. Hipp, "That Miss Derick be requested to submit her paper on Botany for publication in the EDUCATIONAL RECORD." This motion was carried without dissent.

The discussion on Elementary Schools was resumed and the following resolution adopted on motion of Mr. Truell, seconded by Mr Vaughan, viz: (1) "That it is desirable; that the Elementary Schools of this Province be gradually supplied with books of reference, (2) "That it is desirable that an amendment to the school law, provided with easy means of enforcement, should be passed, rendering attendance at school compulsory on all children of school age, that is, between the ages of 7 and 14 years."

On motion of Mr. Parmelee, seconded by Mr. Parsons, it was resolved, "That in the opinion of this Convention, there should be a large increase in the Common School Grant, and that any such increase should be distribnted, not in proportion to population, but in such a way as to recognize the needs of the several schools and to encourage the school boards to support their schools more generously from taxation.

The following resolution was submitted by Rev. E. I. Rexford, seconded by Mr. A. MacArthur, and adopted: "That in the opinion of this Convention, the time has come when arrangements should be made to secure professional training for all teachers, due regard being had to the interests of existing institutions."

A copy of the above resolutions were ordered to be sent to the Superintendent of Public Instruction, to the Protestant Committee of the Council of Public Instruction, to the Provincial Secretary, and to the Roman Catholic Teachers' Associations of Montreal and Quebec.

In the discussion on Elementary Schools, part was taken by Rev. E. I. Rexford, Inspector McOuat, Dr. Harper, Miss Nolan and Mr. Parmelee.

Mr. C. A. Humphrey was re-elected Treasurer and the Scrutineers reported the new Executive Committee to be as follows:—Mr. G. W. Parmelee, Rev. E. M. Taylor, Rev. E. I. Rexford, Messrs. R. J. Hewton, H. A. Honeyman, J. A. Nicholson, J. A. Dresser, S. P. Rowell, Jas. Mabon, E. N. Brown, A. MacArthur, C. W. Ford, A. L. Gilman, R. E. Howe, and Miss E. Scott.

Sixth Session, October 17th.—This was the second evening session and was held in the Assembly Hall of the High School. The President occupied the chair. After prayer by Rev. Thos. Scott, the programme was taken up and Miss Hollinshead favoured the audience with a song

and Mr. Septimus Fraser gave a piano solo. Each received a hearty encore, to which they graciously responded.

Dr. Harper gave a very suggestive paper on "Moral and Religious Training in Schools."

Miss Henley, of the Montreal School of Elocution, gave a recitation and was also encored. After another song by Miss Hollinshead, Dr. Robins' paper on "Self-culture" was called for. Owing to the lateness of the hour Dr. Robins declined to detain the audience longer, but at the urgent request of the President, made a few remarks pertinent to the occasion. The session was closed by singing the National Anthem.

SEVENTH SESSION, OCTOBER 17th.—The Convention was called to order by the President and the session opened with prayer by Rev. E. M. Taylor.

It was moved by Miss Binmore, seconded by Miss Moore, and resolved, "That the report of the Committee on Professional Training of teachers be not adopted, but that the same committee be empowered to continue its session until a report satisfactory to all the members can be presented."

On motion of Dr. Kelly, seconded by Mr. Truell, Messrs. Nicholson and Patterson and Miss Nolan were added to the Committee on Professional Training.

It was resolved on motion of Mr. Silver, seconded by Inspector McGregor, "That the sum of $200 of the funds of this association be expended in purchasing books for the library, and that a new catalogue be printed and sent to each member of this association."

It was moved by Dr. Robins, seconded by Inspector Gilman, "That the Committee on Periodicals be instructed to expend none of the funds of this Association on United States publications." This motion was adopted.

It was moved by Dr. Robins, and seconded by Inspector Taylor, "That in by-law No. 1, the words 'of Montreal' be replaced by 'or the County in which the Convention is held.' This motion was carried and also the following:

Moved by Dr. Robins, seconded by Miss Binmore, "That each member, as he pays his fee at each annual convention, shall receive a ballot paper, on which shall be printed in a convenient form the titles of the offices to be filled. Nominations to office shall be made at the second session of each Convention. Ballots shall be filled at the convenience of

members from the list of nominees or otherwise, and deposited in a secure ballot box, which shall be opened by the scrutineers at the close of the fourth session of the Convention. If there be any failure to elect, the presiding officer at that session shall have a casting vote or votes. In case of the election of the same person to more than one office, he shall be permitted to select the office he will fill, and his election to the other offices shall be null and void."

The judges on School Exhibits reported the following schools as winning prizes:—

Academies—None in competition.

Model Schools—1. Hatley. 2. Paspebiac.

Elementary Schools—1. Berthelot School, Montreal; 2, Anne Street School, Montreal; 3. Kazubazua School, Pontiac County.

Also, for honourable mention and special certificates:—the High School, Montreal, in carpentry, kindergarten and general drawing; the Senior School, Montreal, for designing for oil-cloth and wall paper; Girl's School, McGill Normal School, for sewing, sample work, and mending; Boys' School, McGill Normal School, for carpentry.

Certain changes were suggested in the regulations governing the exhibition of school work. The report was received and referred to the Executive Committee, on motion of Mr. Parsons, seconded by Mr. Arthy.

Mr. E. W, Arthy presented the report of the sub-committee on the Pension Fund, and moved its reception. This motion was seconded by Mr. J. A. Dresser and carried. Inspector Lippens, Dr. Robins, Mr. Curtis, Dr. Kelley and Mr. Parsons took part in the discussion of this subject, after which it was resolved on motion of Mr. Parsons, seconded by Dr. Kelley, "That the report be adopted as a preliminary report, and that the committee be instructed to continue its labours."

Mr. McMurchy, of Toronto, having entered the hall, was invited to the platform and briefly addressed the Convention.

Inspector Gilman gave notice of the formation of two local Teachers' Associations in Hull and Shawville.

The President appointed Misses Derick, Rodger, Binmore, Hunter and Moore as a committee to assist in the selection of books for the library.

The Committee on Resolutions presented its report, which

was adopted. The thanks of the Association were tendered to Mrs. Mary Dana Hicks for her valuable paper; to Miss Henley and Mr. Septimus Fraser for their valuable contributions to the evening sessions of the Convention; to the Protestant Board of School Commissioners for the use of their Assembly Hall; to the Normal School Committee for the use of the Normal School building; to the various railway and steamboat companies for reduced fares; to the local Association for assisting in billeting teachers; and to the "Press" for reports of the meetings.

A resolution of condolence and sympathy was passed referring to the death of Dr. McGregor, formerly one of the professors of McGill Normal School, and a copy of the resolution was ordered to be sent his widow in British Columbia.

Regret was expressed that the papers prepared by Dr. Robins and Mr. H. H. Curtis had been crowded out, and the new Executive was requested "to see that honourable position be given these papers in the programme of next Convention."

Dr. Harper then took the chair as President for the ensuing year, and thanked the Convention for the honour conferred upon him. At his suggestion the Convention was brought to a close by singing the National Anthem.

Practical Hints and Examination Papers.

AUTUMN COLOUR STUDY.

The idea is very general that the reason why leaves turn red and brown in the fall is that they have been touched by frost. This is a mistake, for they would turn just the same if there were no frost at all, other conditions remaining unchanged. The green matter in the tissue of the leaf is composed of two colors red and blue. In the autumn, the sap stops flowing in the tree, and its natural growth ceases. The leaf tissue becomes oxidized; that is, unites with the oxygen of the air, this oxidation causing the change of colour. Under certain conditions, the leaf becomes red; under other conditions, yellow or brown. The difference is due to the various combinations of the materials making the green tissue, and also to the varying conditions of climate and soil, and the degree of exposure to

which the tree is subjected, A dry, cold climate produces more brilliant foliage than one that is damp and warm. For this reason the foliage in mountain regions is more gorgeous than that nearer the sea.

The changes in color of the leaves of various trees is a very interesting and valuable study for children. The leaves of which trees turn yellow, then brown? Which one turns bright red? What leaves turn a dark red? If their attention is called to this colour study pupils will enjoy watching the various changes, and there is no more helpful aid in training to close observation in all nature study. How little these colour changes are noticed by people generally is shown by the following incident:

Several years ago, in a company of some twenty people, the question was asked whether the leaves on maple trees turned first red, then yellow, then brown, or whether the leaves of some trees turned red, and those on others, brown. Although there were several college professors, and the company was an unusually intellectual one, not a person present had ever noticed the maple trees, with which the streets of most of our towns are shaded, carefully enough to know how they do turn. Since then, several of the company have been noticing, and they have found that some maple trees turn—but never mind, let pupils find this out, if they can.—*Priscilla.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The October number of the *Atlantic Monthly*, which we referred to last month as being a special anniversary number, contains, among the many papers of general interest, one of especial educational timeliness on "The Training of Teachers," by Frederick Burk, in which he contrasts the old view of childhood and the new. This is an article that cannot but be read with enjoyment by teachers everywhere.

In the October number of the *Canadian Magazine*, Mr J. A. Dresser, of Richmond, advocates a Dominion school system, and the editor discusses the condition of elementary education. Dr. Bourinot has an interesting article on the

Royal Society, and the management of the *Canadian* promise its readers a series of articles from the same pen on "The Makers of the Dominion of Canada," which will be commenced in the November number. Mr. O. A. Howland's hearty "Canadian Hymn" in the October number should be introduced into our school rooms.

The *Ladies' Home Journal* for October presents a wealth of varied amusement and instruction to its thousands of readers. Lillian Bell, who, while in Europe, will write a series of entertaining letters giving her impressions of the Old World, for the *Journal*, tells of her preparations and departure. Hamlin Garland's delightful story, "The Spirit of Sweetwater," which began in the September number, is concluded, and C. D. Gibson gives another of his interpretations of the characters created by Dickens.

Current History for the second quarter of 1897 continues, under the able editorship of Dr. A. S. Johnson, to epitomize the passing events as they occur in our own age. There is nothing happening of any importance the world over that is not apportioned its place in this cyclopædic review, and our own land received its due share of attention. Among the the leading topics are: the Eastern Crisis, the Diamond Jubilee, the Hawaian Question, the Cuban Revolt and the South African Situation. *Current History*, as we have already said many times, should be in every school library.

Freshman Composition, by Henry G. Pearson, with an introduction by Professor Arlo Bates, and published by D. C. Heath and Company, Boston, is an exceedingly valuable little book. Its appearance is opportune, considering the way in which our educational institutions are being awakened to the fact that something *must* be done in the direction of training the student to use his mother tongue. The author treats, under different heads, of the whole composition, the paragraph, the sentence, and words, drawing special attention to unity, coherence and emphasis. Professor Bates concludes his introduction with these words: "Properly approached and appreciated, composition is a labour of delight, and it is moreover a labour which is neither more nor less than the laying of the foundation stones for all knowledge of whatever sort soever."

Official Department.

Department of Public Instruction.

Quebec, September 27th, 1897.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D, LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; Principal Robins, LL.D.; N. T. Truell, Esq.; John Whyte, Esq.

Judge Lynch and Mr. S. Finley sent letters of regret.

The minutes of the last meeting were read and confirmed.

The Reverend E. I. Rexford presented the report of the sub-committee on the distribution of grants, which was received.

A letter from the Reverend Dr. Flanders was then read in which he asked for the continuance of the grant to Stanstead College for this year, acknowledging at the same time that the conditions of the grant had not been fulfilled, but pleading that the whole question of affiliated colleges must be reconsidered next year.

It was moved by the Reverend Dean Norman, seconded by the Venerable Archdeacon Lindsay, That the petition of the Reverend Principal Flanders, D.D., be complied with, and that the usual grant be made this year to Stanstead College, with the understanding that one year hence the relation of Stanstead and other colleges to the Superior Education Fund be taken into the careful consideration of this committee, and that these institutions be given plainly to understand that our action in this instance shall not be regarded as constituting a precedent.

Upon a vote being taken the motion was declared lost.

The application of Granby for an increase of equipment grant this year because of the fact that it was cut off last year through error, was granted.

Moved by the Reverend Elson I. Rexford, seconded by Mr. N. T. Truell, That, as there appears to be some misunderstanding concerning the conditions under which Morrin College receives grants from the funds under the control of this Committee, the authorities of Morrin College be informed that in view of the small number of undergraduates in attendance during the past two years who have passed the various sessional examinations of their respective years, they must be prepared for a considerable reduction in their present grant unless the number of such undergraduates is very largely increased during the current year. Carried.

Moved by the Rev. Dr. Shaw, seconded by Mr. Ames, and

Resolved,—That a committee be appointed to consider the relation of Morrin, Stanstead, and St. Francis Colleges to this Committee and to the Superior Education Fund, said committee to consist of Dr. Heneker, the Rev. Dr. Shaw, the Rev. A. T. Love, the Rev. E. I. Rexford and the representative of the Teachers' Association, Dr. Shaw, convener.

Moved by Mr. H. B. Ames, seconded by Dr. Cameron, That after this year the Girls' High School of Quebec receive its grant on the same conditions regarding examinations and inspection as the other special schools of the list submitted. Carried.

Upon the invitation of the Committee, the Honorable Thomas Duffy, Commissioner of Public Works, entered the meeting at this stage and manifested an active interest in the proceedings.

It was moved by the Rev. E. I. Rexford, seconded by the Rev. Principal Shaw, and

Resolved,—That the whole report of the sub-committee on the distribution of grants be adopted in its amended form, as follows, and transmitted to the Lieutenant-Governor in Council for sanction ;—

QUEBEC, September 23rd, 1897.

REPORT OF THE SUB-COMMITTEE ON THE DISTRIBUTION OF GRANTS.

Your sub-committee begs to report that it was occupied yesterday afternoon in examining the tabulated results of the June examinations prepared by the Inspector of Superior Schools, in order to determine the amount of grants to be recommended to the several schools. There were present Dr. Heneker in the chair, the Rev. Dr. Shaw, the Rev. A. T. Love, Mr. N. T. Truell, the Rev. Elson I. Rexford, and the Secretary of the Department.

Dr. Robins was also present by invitation of the sub-committee.

The Secretary of the Department reported that after making the deductions provided for by law and by the regulations of the Committee, the amount at the disposal of the Committee for distribution is $18,233.60. In its work the sub-committee had the assistance of the Inspector of Superior Schools.

After careful consideration of the reports of the several schools and colleges and of the statements submitted by the Inspector of Superior Schools, your sub-committee suggests that the following list for the distribution of grants be recommended for the approval of the Lieutenant-Governor in Council:—

1. UNIVERSITIES AND COLLEGES.

1. FROM MARRIAGE LICENSE FEES.

McGill University	$2,500	
University of Bishop's College	1,250	
		$3,750

2. FROM SUPERIOR EDUCATION FUND.

McGill University	$1,650	
University of Bishop's College	1,000	
Morrin College	1,075	
St. Francis College	515	
		$4 240

2. ACADEMIES.

	Grant.	Bonus.	Eq. gr.	
Huntington	$ 200	$ 300	$ 40	$ 540
Lachute	200	162	40	402
Sherbrooke	200	156	40	396
Waterloo	200	144	...	344
Danville	200	75	40	315
Coaticook	200	57	40	297
Stanstead	200	81	15	296
Knowlton	200	57	25	282
Cookshire	200	57	25	282
Aylmer	200	57	...	257
Granby	200	...	65	265
Cowansville	200	...	25	225
Bedford	200	...	25	225
Three Rivers	200	...	25	225
Sutton	200	...	15	215
St. Johns	200	...	...	200
Inverness	200	...	...	200
Shawville	200	...	...	200
	$3,600	$1,146	$420	$5,166

SPECIAL SCHOOLS.

Westmount	$ 200
St. Francis	200
Compton Ladies' College	200
Dunham Ladies' College	200
Girls' High School, Quebec	200
	$1,000

3. MODEL SCHOOLS.

	Grant.	Bonus.	Eq. gr.	
Ormstown	$ 50	$ 75	$ 15	$ 140
St. Lambert	50	42	25	117
Lennoxville	50	33	15	98
Lachine	50	28	40	118
Sawyerville	50	28	40	118
Rawdon	50	25	40	115
Valleyfield	50	25	40	115

	Grant.	Bonus.	Eq. gr.	
Bury	$ 50	$ 23	$ 40	$ 113
Buckingham	50	23	15	88
Compton	50	23	...	73
Farnham	50	20	40	110
Mansonville	50	20	15	85
Portage du Fort	50	20	25	95
Hemmingford	50	...	25	75
Gould	50	...	25	75
Clarenceville	50	...	25	75
Stanbridge East	50	...	25	75
St. Andrews	50	...	40	90
Ulverton	50	...	25	75
Mystic	50	...	15	65
Hatley	50	...	40	90
Montreal West	50	...	15	65
Waterville	50	...	25	75
Scotstown	50	...	25	75
Richmond	50	...	15	65
South Durham	50	...	25	75
St. Hyacinthe	50	...	15	65
East Angus	50	...	15	65
Frelighsburg	50	...	15	65
Leeds	50	...	15	65
Lacolle	50	...	15	65
Clarendon	50	...	15	65
Windsor Mills	50	...	15	65
Fairmount	50	...	15	65
Sorel	50	...	...	50
Beebe Plain	50	...	...	50
Magog	50	...	...	50
Kinnear's Mills	50	...	...	50
Berthier	50	...	...	50
Levis	50	...	...	50
St. Sylvester	50	...	...	50
Hull	50	...	...	50
Marbleton	50	...	...	50
Chelsea	50	...	...	50
Como	50	...	...	50
Fort Coulonge	50	...	...	50
	$2,300	$385	$795	$3,480

SPECIAL MODEL SCHOOLS.

Chicoutimi	$100
Haldimand	100
New Richmond	100
Paspebiac	100
	$400

SUMMARY OF GRANTS.

Universities and Colleges	$7,990
Academies	6,166
Model Schools	3,880
	$18,036

The correspondence arising from the complaints of the commissioners of Cowansville in regard to the results of the June examination and their request for re-consideration of marking of certain groups of papers was read.

It was moved by the Lord Bishop of Quebec, seconded by the Rev. Principal Shaw, That the communication from Cowansville relative to the June examination be referred to a sub-committee consisting of the Venerable Archdeacon Lindsay, the Rev. A. T. Love, and the Very Rev. Dean Norman to institute such enquiry as may be thought necessary in the premises and to report at the November meeting. The Dean to be convener.—Carried.

The report of the sub-committee on professional training was submitted, when it was moved by the Rev. E. I. Rexford, seconded by Dr. Robins, and

Resolved,—That the report be received and adopted and remitted to a sub-committee consisting of the English Secretary of the Department of Public Instruction and Dr. Robins, with instructions to prepare a memorandum of the resolutions to be passed upon by this Committee and submitted for sanction by an order in council, to adjust new regulations to the old, and to submit this memorandum at the November meeting of this Committee.

The application of St. Lambert model school to be raised to academy grade was held over, in view of the rank taken this year, for future consideration.

The application of St. Henry school to be raised to academy grade was read. It was agreed to instruct the Inspector of Superior Schools to visit and report upon the school during the current year.

The application of the commissioners of Westmount for approval of Chambers' Government system of writing was considered. It was decided not to grant the approval.

Moved by Dr. Robins, seconded by His Lordship the Bishop of Quebec, and

Resolved,—That it is expedient now to seek authority for issuing kindergarten diplomas to Protestant teachers as the result of successfully completing a definite course of kindergarten training.

Moved by Dr. Robins, seconded by Professor Kneeland, and

Resolved,—That to guard, as far as possible, against the expenditure of Government funds upon the education of teachers-in-training who do not teach, and to equalize the conditions under which teachers-in-training from the city of Montreal and its vicinity, and those from the country attend the McGill Normal School, it is recommended that each teacher-in-training who resides at home with his parents or guardians, shall pay in advance a monthly fee of four dollars; that to every holder of an advanced elementary or model school diploma from the Normal School shall be paid the sum of two dollars a month for each month of his successful teaching during the two years next succeeding the date of his diploma, the fact of his successful teaching being established by certificates signed by the school inspector and the chairman of the school board under whose jurisdiction he has taught; and that to every holder of both an advanced elementary and a model school diploma from the McGill Normal School shall be granted similarly the sum of four dollars a month.

This regulation does not apply to the case of persons who have already received bursaries.

Moved by Mr. G. L. Masten, seconded by Mr. Ames, and

Resolved,—That the person who shall be elected by the Provincial Teachers' Association at their next convention, to succeed the present representative on this Committee, shall succeed him, also, on the various sub-committees of which he is now a member.

Moved by Mr. H. B. Ames, seconded by the Reverend A. T. Love, and

Resolved,—That this Committee hereby authorizes its sub-committee upon Legislation to endeavor to secure, when the school law is revised, the right of representation by proxy at the joint meetings of the Council of Public Instruc-

tion, said proxies to be selected from among the associate members of this Committee.

Moved by Mr. Truell, and seconded by Mr. Rexford, That a permanent sub-committee on the course of study be appointed to consider any alteration in the course which it may be found necessary to make from time to time. Carried. The following persons were appointed : Dr. Robins, the Rev. Dr. Shaw, convener, the Teachers' Representative, Mr. Rexford and Mr. Masten.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Principal Shaw, That we regard with satisfaction the growth of interest in this province in the subject of agriculture, and that we hereby declare our readiness to take all necessary steps to further this study in our schools. We are pleased to know that the text-book on agriculture by Sir William Dawson, as revised by Principal Robins, LL.D., will shortly be issued, and of the copies ordered by this Committee we hereby direct that one copy be sent to each member of the Protestant and of the Roman Catholic Committees, and to each academy, model school and special school coming under the control of this Committee, and that any copies remaining be distributed to the leading elementary schools.—Carried.

The report of sub-committee on distribution of equipment grants was recommitted. Mr. Kneeland resigned as convener of the sub-committee and Mr. Ames was appointed to take his place.

Moved by Mr. Masten, seconded by Mr. Truell, That a sub-committee be appointed to submit a scheme or basis for the apportionment of grants to academies and model schools at the next meeting, the members of the sub-committee to be Dr. Robins, the Teachers' Representative, and the mover as convener.—Carried.

Financial Statement of the Protestant Committee.

1897. *Receipts.*

May 14	Balance on hand	$3,383 05
	Unexpended balances	1,044 48
July 11	Fees for academy diplomas under regulation 54	21 00
		$4,448 53

1897. *Expenditure.*

June 2	J. J. Foote & Co., printing minutes of Protestant Committee meetings.....	$ 24 50
"	A. L. Gilman, assistant examiner to Dr. Harper...	42 86
"	Madam S. Cornu, " " ...	42 86
June 24	P. Langlois, " " ...	42 86
"	Miss E. Gale, " " ...	42 86
"	R. M. Harper, " " ...	42 86
"	J. Parker, " " ...	42 86
"	E. M. Campbell, " " ...	42 86
"	T. J. Moore & Co., supplies for superior schools examinations.....	127 69
July 6	W. Vaughan, aid in payment of A. A. Examiners...	137 50
"	Rev. Thomas Adams, " " ...	62 50
July 8	Central Board of Examiners	300 00
July 15	J. M. Harper, postage, expressage, etc., for the year.....	141 76
"	J. M. Harper, salary.....	300 00
Sept. 15	G. W. Parmelee, salary.....	62 50
"	M. A. Montminy & Co., photographs, etc.....	110 00
	Robert F. Manley, for Buckingham school, grant due.....	50 00
		$1616 47
	Balance on hand as per bank book.....	2,832 06
		$4,448 53

1897. *Special.*

June 30	Transfer from Superintendent of Public Instruction for superior education.....	$3,918 44

Contra.

Transfer to Superintendent of Public Instruction for superior education..	$3,918 44

R. W. H.

It was agreed to hold a special meeting in Montreal on Monday, October 18th, at 4 p.m., to consider the proposed amendments to the school law.

The meeting then adjourned.

G. W. PARMELEE, Secretary.

Pension Fund Statement, 1896-97.

Revenue.

Stoppages on Public School grants...	$ 3,200 00	
" " Superior School grant..	1,000 00	
" " salaries of Normal School Professors ...	443 05	
" " salaries of School Inspectors.....	711 61	
" " salaries of Teachers under control.....	15,926 04	
" " yearly pensions.....	702 65	
" paid direct by officers.....	77 76	
Interest on amount capitalized	8,771 96	
Government grant.....	1,000 00	
Special Government grant	3,000 00	
Deficit	2,717 56	
		$37,550 73

Expenditure.

Amount paid for pensions.....	$37,260 19	
Instalments remitted	5 04	
Expenses of administrative commission	285 50	
		$37,550 73

Balance deposited to revenue account.	$5,813 76	
Less deficit of this year.....	2,717 56	
Balance belonging to revenue account.....		$3,096 20

Capitalized Revenue.

Accumulated revenue from 1880-1896.....		$182,352 38
Revenue for the year 1896-97 :—		
Deductions on pensions.....	$869 97	
Less instalments remitted.....	14 96	
To be added to capital		855 01
Total capital to 30th June, 1897.....		$183,207 39

True extract.

G. W. Parmelee, Secretary.

DIRECTORY OF SUPERIOR SCHOOLS, 1897-98.

Aylmer :—Mr. T. J. Pollock, B.A. ; Miss L. Austin ; Miss M. McLean.
Bedford :—Mr. P. C. Duboyce, B.A. ; Miss Mary Taylor ; Miss M. B. Sulley.
Beebe Plain :—Mr. F. A. Garland ; Miss C. M. Shufelt.
Berthier :—Rev. C. J. Boulden, M.A. ; Mr. W. H. Noell Gill ; Madame Gauthier.
Buckingham :—Mr. E. G. Hipp, B.A.
Bury :—Miss E. Hepburn ; Mrs. A. J. Cook.
Chelsea :—Miss Luttrell.
Chicoutimi :—Rev. J. L. Campbell ; Mrs. Campbell.
Clarenceville :—Mr. C. McBurney, B.A. ; Miss E. C. Miller.
Clarendon :—Miss Mary McCuaig ; Miss Gertrude F. Ardley.
Coaticook :—Mr. G. L. Masten ; Miss A. Wadleigh ; Miss C. J. Trenholme ; Miss L. Van Vliet ; Miss J. K. Barr.
Como :—Miss W. Le Roy ; Miss N. Le Roy.
Compton Ladies' College :—Mrs. A. M. Brouse ; Miss Agnes Hedges ; Miss B. Hargrave ; Miss A. Henderson.
Compton :—Mr. Geo. A. Jordan ; Miss Phœbe Stevens.
Cookshire :—Mr. H. A. Connolly, M.A. ; Miss G. Bailey ; Miss L. Stevens ; Miss Fesson.
Cowansville :—Mr. L. D. Von Iffland, M.A. ; Miss M. Watson ; Miss J. Noyes.
Danville :—Mr. W. T. Briggs, B.A. ; Miss G. L. Mackechine ; Miss H. Smith ; Miss Bessie Atkinson.
Dunham Ladies' College :—Miss E. O'Loan ; Miss B. Evans, B.A. ; Miss C. Kruse ; Miss G. Brown ; Miss K. Ball.
East Angus :—Miss S. M. C. Richards ; Miss M. S. Cowling ; Miss Annie Bruce.
Farnham :—Mr. Ernest Smith ; Miss Henrietta Balfour ; Mrs. Brown.
Fort Coulonge :—Miss Edith P. Simpson.
Frelighsburg :—Mr. A. J. Bedee ; Miss Mary Hall.
Gould :—Miss Annie E. McDonald ; Miss Lottie Wilson.
Granby :—Mr. H. A. Honeyman, B.A. ; Miss J. Solomon ; Mrs. W. A. Kimpton ; Miss B. Gill.
Haldimand :—Miss Florence N. Bown.
Hatley :—Miss Edith Gilker ; Miss Marcia Carbee.
Hemmingford :—Mr. John Lipsey ; Miss F. Work.
Hull :—Mr. Claude Adams ; Miss Agnes Scott ; Miss Maggie White ; Miss Maggie Scott.
Huntingdon :—Mr. C. S. Holiday, B.A. ; Miss C. Nolan ; Miss M. E. Bradford ; Miss J. McLean ; Miss E. Gordon ; Miss Nancy Ruddock ; Miss Annie Dickson.
Inverness :—Mr. Thos. Townsend ; Miss Sarah McCullough ; Miss Maud Hanran.
Kinnear's Mills :—Miss Jennie G. Bracken ; Miss Matilda Buchanan.
Knowlton :—Mr. Levi Moore, B.A. ; Miss Lillie Orr ; Miss Eunice Barber.
Lachine :—Mr. E. N. Brown, B.A. ; Miss C. W. Woodside ; Miss E. Lancaster ; Miss E. Ellacott ; Miss C. Manson ; Miss J. Smith.
Lachute :—Mr. N. T. Truell ; Miss M. A. Van Vliet ; Miss L. Van Vliet ; Miss Helen Paton.
Lacolle :—Mr. D. M. Rowat, B.A. ; Miss Roberta McKillop.
Leeds :—Mr. Jas. Woodside ; Miss Agnes McKenzie.
Lennoxville :—Mr. T. F. Donnelly, B.A. ; Miss Milford ; Miss Young ; Miss P. Parsloe.

Levis :—Miss H. J. Hitchins ; Miss E. Kneeland.
Magog :—Mr. J. T. McRae ; Miss Alice Griggs ; Miss M. J. Lindsay ; Mrs. M. A. Young.
Mansonville :—Mr. E. W. Westover ; Miss Bernice B. Boright.
Marbleton :—Mr. D. A. Simons ; Miss M. Hussey.
Montreal Annex, (*Fairmount*) :—Miss A. A. Stenning ; Miss McMartin ; Miss Davidson ; Miss Brown.
Montreal Junction :—Mr. O. E. LeRoy, B.A. ; Miss E. Thornton ; Miss Ola Ferguson.
Mystic :—Miss Isabella Glass ; Miss Hattie Jones.
New Richmond :—Miss L. McCaskill ; Miss G. Harvey.
Ormstown :—Mr. C. W. Ford ; Miss Edna Burwash ; Miss Lizzie Matthew ; Miss E. Spearman.
Paspebiac :—Miss M. R. Caulfeild ; Miss L. M. Howatson.
Portage du Fort :—Mr. John Douglas ; Miss Nellie Grant.
Rawdon :—Mr. A. B. Wardrop ; Miss Sharp.
Richmond :—Miss K. B. Goodfellow ; Miss K. Morison ; Miss Florence Wright.
St. Andrews :—Mr. W. D. Armitage ; Mrs. R. Simpson.
St. Francis College :—Mr. John A. Dresser, M.A. ; Mr. Geo. D. Fuller ; Mr. Jas. E. Fee ; Miss B. Lufkin ; Miss J. F. Cairnie.
St. Hyacinthe :—Miss Ellison Mackie ; Miss Bertha Robinson.
St. Johns :—Mr. Ralph E. Howe, B.A. ; Miss McMaster ; Miss Minnie Gordon ; Miss Carrie Nichols.
St. Lambert :—Mr. C. A. Jackson ; Mr. W. J. Larminie ; Miss M. McLeod : Miss M. Tomkins ; Miss I. McLeod.
St. Sylvestre :—Miss Harriet J. Little ; Miss Edna M. Parker.
Sawyerville :—Miss E. Paintin ; Miss Bertha Boyd ; Miss M. L. Balfour.
Scotstown :—Miss Matilda S. Dennis ; Miss C. M. Beard ; Miss E. Scott.
Shawville :—Miss L. Hinds, B.A. ; Miss M. McGregor ; Miss E. Smith ; Miss M. Davis.
Sherbrooke :—Mr. J. H. Keller ; Miss E. Millar ; Miss Mitchell ; Miss J. Pierce ; Mrs. Barry ; Miss W. Hawley ; Miss Edwards ; Mr. Bellefontaine.
Sorel :—Miss May G. Johnson.
South Durham :—Miss Edith E. Sampson ; Miss Edna J. Duffy.
Stanbridge East :—Mr. F. C. Banfill : Miss Jessie Corey.
Stanstead Wes. College ;—Rev. C. R. Flanders, B.A., D.D. ; Miss Ethelwyn Pitcher, B.A. ; Mr. M. M. Hart, B.A. ; Miss Winona J. Pitcher, B.A. ; Miss Iola Shufelt ; Miss Henrietta Shaw.
Sutton ;—Mr. J. McMillan ; Mr. Chas. H. Pope : Miss Mabel Wallace ; Miss Norah Cutter.
Three Rivers :—Mr. Jas. A. Mackay ; Miss Mary Grant ; Miss Bertha Farnham.
Ulverton :—Mr. H. W. Blaylock, B.A. ; Miss Lucy Reed.
Valleyfield :—Mr. W. J. Messenger, M.A. ; Miss Ethel Warren ; Miss Edith Sparrow ; Miss V. McGill ; Miss Jessie Sutherland.
Waterloo ;—Mr. Jas. Mabon, B.A. ; Miss A. Boothe ; Miss Mabel Walbridge, B.A. ; Miss A. Thompson ; Miss Mary G. Howard.
Waterville :—Miss C. G. Carbee ; Miss A. W. Adams ; Miss M. A. Hill.
Westmount ;—Mr. J. A. Nicholson, M.A. ; Mr. W. Chalk, B.A. ; Mr. D. S. Moffatt, B.A. ; Mr. E. M. Campbell, B.A. ; Mr. T. Z. Lefebvre, B.C.L. ; Miss Janet Reay ; Miss P. Steacy ; Miss M. B. Walker ; Miss A. Symington ; Miss K. Travis, B.A. ; Miss F. R. Angus, B.A. ; Miss A. Y. Ramsay ; Miss J. E. McKenzie, B.A. ; Miss S. L. Abbott : Miss A. N. Wells ; Miss S. Maguire ; Miss Ida Kirkman ; Miss Helen Reay ; Miss A. Linton ; Miss M. Knowlton.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1897, (MODEL SCHOOLS.)

Names of Model Schools.	Grand Total Marks.	Percentage.	Pupils.				Grade I.			Grade II.			Grade III.			Grade II. A.			Grade III A.			Lat.		Frch.		Eng.		Geom.		Alg.		Arit.		Appliances.
			Enrolled.	Presented	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
Beebe Plain	9409	57	30	16	7	9	6	3	3	6	1	5	4	3	1	..	..	..	..	..	..	0	2	8	8	16	0	4	0	8	2	12	4	1110
Berthier	6766	59	17	10	6	4	2	0	2	4	3	1	4	3	1	..	..	..	..	..	..	7	1	9	1	9	1	4	0	8	0	9	1	1204
Buckingham	16611	60	40	24	13	11	6	6	0	7	2	5	6	1	5	5	4	1	..	..	..	3	6	20	4	21	4	8	0	12	6	22	2	1190
Bury	17078	67	41	24	21	3	10	8	2	6	5	1	4	4	0	4	4	0	..	..	..	11	0	21	3	24	0	3	2	12	2	23	1	1317
Chelsea	4909	48	24	12	1	11	7	1	6	5	0	5	..	..	..	..	..	..	..	..	..	..	..	1	11	8	4	..	..	4	1	9	3	1001
Chicoutimi	2405	48	10	6	2	4	4	1	3	2	1	1	..	..	..	..	..	..	..	..	..	..	..	6	0	6	0	..	..	1	1	4	2	
Clarenceville	13491	67	50	16	12	4	3	2	1	3	1	2	6	6	0	4	3	1	3	3	0	3	0	13	3	14	2	9	1	10	3	13	3	1216
Clarendon	6283	45	20	12	1	11	6	0	6	3	0	3	1	1	0	2	0	2	..	..	..	0	1	1	11	11	1	1	2	4	2	4	8	1124
Como	4774	48	13	11	3	8	6	2	4	4	1	3	1	0	1	..	..	..	..	..	..	..	..	9	2	7	4	1	0	2	3	6	5	799
Compton	16449	59	56	23	9	14	3	2	1	7	3	4	10	3	7	3	1	2	..	..	..	2	3	13	10	22	1	9	4	15	5	17	6	1051
East Angus	8002	44	29	17	4	13	6	1	5	6	1	5	4	2	2	1	0	1	..	..	..	2	3	6	11	10	7	3	2	3	8	8	9	1085
Fairmount	2683	48	13	8	4	4	8	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4	7	1	..	..	..	..	7	1	1170
Farnham	15383	63	42	22	13	9	7	4	3	7	4	3	6	3	3	2	2	0	..	..	..	7	8	17	5	20	2	6	2	15	0	19	3	1324
Fort Coulonge	1926	49	5	4	2	2	1	0	1	3	2	1	..	..	..	..	..	..	..	..	..	..	..	2	2	4	0	..	..	3	0	3	1	1129
Frelighsburg	7423	57	33	12	8	4	6	2	4	1	1	0	5	5	0	..	..	..	..	..	..	..	..	8	4	11	1	5	0	6	0	10	2	1165
Gould	13665	66	30	18	14	4	7	4	3	2	2	0	9	8	1	..	..	..	..	..	..	2	0	15	3	17	1	7	0	11	0	15	3	1204
Haldimand	2959	47	9	5	1	4	1	0	1	1	0	1	3	1	2	..	..	..	..	..	..	0	3	3	2	3	2	3	0	3	1	2	5	
Hatley	10106	62	46	15	8	7	5	2	3	2	0	2	4	2	2	4	0	4	..	..	..	5	0	10	5	14	1	7	0	9	1	10	5	1350
Hemmingford	14506	61	44	21	11	10	6	2	4	7	5	2	3	2	1	5	2	3	..	..	..	7	7	11	10	20	1	7	1	12	3	14	7	1219
Hull	5843	54	27	11	5	6	5	2	3	4	1	3	2	2	0	..	..	..	..	..	..	2	0	5	6	10	1	2	0	2	4	8	3	1166
Kinnear's Mills	8012	61	32	11	6	5	3	0	3	3	3	0	4	2	2	1	1	0	..	..	..	4	4	8	3	9	2	5	0	6	2	8	3	1212
Lachine	21398	52	55	39	17	22	16	4	12	13	6	7	8	5	3	2	2	0	..	..	..	2	5	19	20	28	11	7	3	15	8	26	13	1300
Lacolle	6663	85	14	8	8	0	4	4	0	2	2	0	2	2	0	..	..	..	..	..	..	4	0	8	0	8	0	2	0	4	0	8	0	1176
Leeds	7351	68	30	9	7	2	2	1	1	3	2	1	1	1	0	3	3	0	..	..	..	7	0	7	2	9	0	4	0	6	1	7	2	1199
Lennoxville	25003	67	59	33	20	13	6	2	4	9	7	2	6	4	2	9	6	3	3	1	2	0	3	1	2	..	..	3	0	2	1	2	1	1147
Levis	6414	52	17	12	8	4	6	3	3	2	2	0	4	3	1	..	..	..	..	..	..	3	1	10	2	10	2	4	0	4	2	9	3	1193
Magog	9741	54	44	17	5	12	6	0	6	5	1	4	2	1	1	3	2	1	1	1	0	4	1	7	10	13	4	3	2	6	5	8	8	1090
Mansonville	15072	60	38	21	10	11	5	2	3	5	1	4	7	5	2	4	2	2	..	..	..	9	4	13	8	16	5	4	4	13	3	14	7	1100
Marbleton	5354	55	20	9	3	6	3	1	2	3	2	1	3	0	3	..	..	..	..	..	..	2	4	6	3	9	0	3	0	4	2	5	4	1126
Montreal West	9688	53	21	18	8	10	7	2	5	8	4	4	2	1	1	1	1	0	..	..	..	5	4	10	8	17	1	3	0	7	4	11	7	1177
Mystic	10328	66	36	13	9	4	3	1	2	4	3	1	3	2	1	3	3	0	..	..	..	9	0	11	2	12	1	6	0	9	1	11	2	1165
New Richmond	14512	66	34	21	15	6	10	7	3	5	3	2	6	5	1	..	..	..	..	..	..	..	..	16	5	20	1	6	0	11	0	18	3	
Ormstown	56080	64	99	77	44	33	14	8	6	18	9	9	28	18	10	9	5	4	8	4	4	26	21	57	19	62	9	23	14	53	7	61	12	1199
Paspebiac	16293	67	42	23	18	5	7	6	1	9	7	2	5	3	2	2	2	0	..	..	..	1	0	20	3	23	0	1	0	12	2	20	3	
Portage du Fort	14851	54	35	24	10	14	8	2	6	5	2	3	8	4	4	3	2	1	..	..	..	3	0	16	8	24	0	2	1	13	3	16	8	1239
Rawdon	19122	71	26	25	24	1	10	10	0	6	5	1	5	5	0	4	4	0	..	..	..	15	0	25	0	25	0	9	0	15	0	24	1	1325
Richmond	9176	51	27	17	8	9	7	2	5	5	4	1	5	2	3	..	..	..	..	..	..	0	1	8	9	16	1	2	3	7	3	10	7	1199
Sawyerville	21814	60	61	30	14	16	6	1	5	6	2	4	12	8	4	5	2	3	1	1	0	5	0	23	7	29	1	12	5	20	4	21	9	1323
Scotstown	9315	67	33	13	12	1	5	5	0	3	2	1	4	4	0	1	1	0	..	..	..	3	0	13	0	13	0	5	0	7	1	13	0	1231
Sorel	2314	49	6	4	2	2	2	0	2	..	..	..	1	1	0	1	1	0	..	..	..	..	..	4	0	2	2	2	0	2	0	2	2	1240
South Durham	8259	71	19	9	5	4	2	0	2	..	..	..	5	3	2	2	2	0	..	..	..	4	2	7	2	8	1	7	0	7	0	8	1	1220
Stanbridge East	11938	68	26	15	13	2	5	4	1	2	2	0	2	2	0	6	5	1	..	..	..	..	..	14	1	15	0	7	0	8	2	14	1	1230
St Andrews	11925	57	19	18	6	12	3	1	2	8	2	6	3	1	2	4	2	2	..	..	..	4	3	11	7	13	5	3	3	9	6	11	7	1300
St. Hyacinthe	8042	71	16	10	8	2	3	1	2	3	3	0	2	2	0	2	2	0	..	..	..	3	1	10	0	10	0	2	2	7	0	9	1	1114
St. Lambert	31744	52	74	62	24	38	37	12	25	13	5	8	9	4	5	3	3	0	..	..	..	14	11	37	25	51	11	8	3	13	12	43	19	1228
St. Sylvestre	6069	64	20	11	9	2	8	6	2	2	2	0	1	1	0	..	..	..	..	..	..	3	0	10	1	11	0	1	0	3	0	9	2	1010
Ulverton	11656	62	27	16	7	9	5	0	5	4	1	3	7	6	1	..	..	..	..	..	..	6	5	7	9	14	2	7	0	7	4	13	3	1232
Valleyfield	18650	51	47	37	9	28	19	2	17	11	3	8	6	3	3	1	1	0	..	..	..	1	0	15	22	27	5	3	4	13	5	23	14	1305
Waterville	9560	55	31	15	8	7	5	2	3	3	1	2	5	3	2	2	2	0	..	..	..	..	..	8	7	13	2	5	2	6	4	9	6	1242
Windsor Mills	6199	56	24	9	2	7	1	0	1	3	0	3	5	2	3	..	..	..	..	..	..	..	..	2	7	8	1	3	2	3	2	6	3	1178

Names of Academies.	Grand Total Marks.	Percentage.	Pupils.				Grade II. Mod.			Grade I.			Grade II.			Grade III.			Lat.		Grk.		Frch		Eng.		Geom		Alg.		Arith.		Appliancees.
			Enrolled.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
Aylmer	13307	50	53	35	6	29	13	1	12	12	3	9	8	2	6	2	0	2	2	8	...	...	13	20	20	15	5	9	21	18	18	5	1090
Bedford	6021	78	46	10	9	1	4	3	1	2	2	0	3	3	0	1	1	0	8	0	...	...	9	1	10	0	5	0	10	0	10	0	1230
Coaticook	13246	73	44	25	19	6	10	8	2	8	6	2	5	5	0	2	0	2	13	6		...	19	6	24	1	11	1	25	0	23	2	1390
Compton Ladies' College	14440	81	24	19	16	3	4	4	0	4	4	0	10	7	3	1	1	0	18	1	..	...	18	1	17	1	13	2	19	0	17	2	1295
Cookshire	13492	63	62	33	19	14	15	5	10	6	6	0	6	3	3	6	5	1	8	3	...	...	21	12	26	7	14	3	29	4	23	6	1206
Cowansville	9276	55	56	22	7	15	4	3	1	11	1	10	4	3	1	3	0	3	5	9	1	2	10	12	17	2	9	9	18	3	13	6	1231
Danville	17351	70	45	36	28	8	12	9	3	15	12	3	4	4	0	5	3	2	15	5	2	0	21	11	26	10	15	0	23	13	28	2	1318
Dunham Ladies' College	12027	67	34	22	18	4	5	3	2	4	4	0	9	9	0	4	2	2	17	2	...	...	21	1	22	0	6	3	20	1	17	1	1161
Granby	10023	68	54	20	17	3	8	7	1	5	4	1	5	4	1	2	2	0	14	3	...	...	17	3	20	0	8	4	17	2	15	4	1330
Huntingdon	72510	79	193	113	92	21	17	12	5	49	42	7	37	29	8	10	9	1	34	6	14	0	94	19	112	1	92	21	106	7	100	9	1385
Inverness	9212	67	36	19	12	7	5	5	0	9	5	4	3	2	1	2	0	2	12	7	2	2	14	5	19	0	14	0	14	5	16	3	1015
Knowlton	13289	73	64	24	17	7	4	1	3	14	13	1	5	3	2	1	0	1	3	5	...	...	19	5	21	2	17	3	22	2	21	2	1223
Lachute	38024	76	96	69	50	19	20	9	11	32	26	6	11	9	2	6	6	0	53	5	7	0	51	18	67	2	41	6	63	6	66	2	1263
Shawville	12771	60	43	31	14	17	14	10	4	11	3	8	4	1	3	2	0	2	3	6	2	0	18	13	27	4	6	6	22	5	23	6	1184
Sherbrooke	36272	81	87	62	57	5	16	15	1	21	21	0	11	10	1	14	11	3	43	2	5	1	58	4	55	5	38	2	55	6	54	6	1365
Stanstead College	19097	73	64	33	21	12	8	2	6	13	10	3	10	7	3	2	2	0	24	1	1	1	29	4	32	1	18	5	29	3	28	3	1100
St. Francis College	20093	58	74	41	16	25	7	3	4	10	5	5	17	6	11	7	2	5	18	7	2	0	22	19	32	9	20	11	18	19	22	18	1245
St. Johns	6407	55	31	16	5	11	6	0	6	8	3	5	2	2	0	...	..	...	8	5	...	...	10	6	10	6	4	1	11	5	9	7	1045
Sutton	9262	79	31	16	13	3	3	2	1	7	7	0	3	3	0	3	1	2	10	2	...	...	14	2	15	1	8	0	16	0	15	0	1100
Three Rivers	5324	52	20	15	2	13	4	0	4	8	1	7	1	0	1	2	1	1	6	9	0	1	8	7	5	10	6	5	9	6	5	8	1248
Waterloo	40478	52	103	81	35	46	24	1	23	23	13	10	20	11	9	14	10	4	41	28	7	5	36	45	53	27	45	11	50	29	61	20	1093
Westmount	53043	76	141	98	79	19	43	36	7	30	20	10	17	16	1	8	7	1	76	7	11	1	80	18	97	1	53	2	90	8	87	6	1350

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Articles: Original and Selected.

EDUCATION FROM A PUBLISHER'S STANDPOINT.*

By Gilman H. Tucker.

On behalf of the fraternity of schoolbook publishers, I desire, first of all, to recognize the honour you have done our craft by courteously according us a place on your programme. You have doubtless long regarded us as a legitimate "third estate" on the outside of the great councils of education. You now ask us to publicly justify our interest in all these special topics of thought which year by year draw together these great educational assemblages, and it is a welcome privilege to respond.

The publishers are, of course, regarded primarily as a commercial body; but their semi-public functions toward the teachers and the schools would be very poorly performed if limited by the narrow view of mere merchandising. Our business has another side, recognized by every intelligent publisher, so that in its true, broad, and ideal scope it is wholly at one with the spirit which animates the best work of the teacher and superintendent in carrying forward the great work of public education. We, therefore, feel that there should be the utmost sympathy at all points between the makers and the users of schoolbooks, and that everything which can lead to a clearer and more complete understanding is an effectual contribution to a common cause.

* An address delivered before the National Educational Association, at Milwaukee, July, 1897.

The relation of schoolbook publishing to the schools, or to the broader subject of education, offers many interesting points. The development of the business of text-book publishing, say in the past hundred years, in the nations which are foremost in education, if its full history could be presented, would mark in detail the steps of progress in education itself; but this would be most emphatically true of the United States, which almost merits the distinction of being the inventor of text-books. When we compare the numbers and kinds of text-books published in our own country for the use of schools, say fifty years ago, with those that are published to-day—a comparison of hundreds with thousands—we realize what an increasingly large part books hold in our educational scheme, and what an enlarged influence and responsibility has come to the publisher. This great multiplication of books may not be an unmixed good, but that it is, on the whole, an enormous educational help, no one will be rash enough to deny; and this state of things has come about in response to the demand which you, as leaders of educational thought, have created; so that at the bottom the responsibility and the credit are yours.

The question of the use and misuse of text-books is wide and deep, and has itself been the origin of many books and endless discussion. Some cynic, I believe, has even raised the point whether the invention of the art of printing has, on the whole, been a blessing to the human race, but nevertheless text-books have remained and their use has increased. The speller was at one time banished from what was regarded as the progressive school; the mental arithmetic had a like fate; technical grammar has suffered somewhat of an eclipse; but books on even these subjects are finding their way back into favour with the leaders. The just criticism made upon the books of the old time and upon a certain class of books devoted to the older methods, was that they enslaved the schools and teachers by a dry routine, and furnished the letter which killeth, and not the spirit which maketh alive. But this is not true of the books chiefly in use in this country to-day. It may be stated as the truth, that books of this description are now used only by those who have not educated themselves up to the use of better standards and better methods; that the numbers are somewhat large, however, is not the fault of

the publisher, who simply fulfils the office of supplying the demand. The fountain does not rise above its source. But with increased numbers of books have come great improvements in methods, and especially a great improvement in the manner of using such books. Where formerly there were fifty or a hundred books forming a chain of routine which practically enslaved the schools, there are now thousands of books, but they are used by skilful teachers as the handy and efficient tools of their profession.

The question about text-books to-day is only one of form and method. And here there is nothing fixed or absolute; changes in methods of teaching, fashions, fads, whims, are always in evidence and moving on, not always marking steps of real progress, possibly oftener going round in circles; but they are an indication of life in education. Movement is life, and stagnation is death.

It does not follow that all old schoolbooks are bad, and that all new ones are good. What could be more foolish than not to hold on to so much of the world's experience as has been proved valuable up to the present time? Conservatism must be joined with radicalism if a wise balance is to be held. In the world's literature it is the old and standard, that which has really become crystallized, that comprises the chief value. Is it too much to say that there are old and standard text-books that can be very little improved upon, and that there are methods which have had the vogue of years, that cannot summarily be set aside because something else is simply new? Books on literature, like school readers, must present virtually the same matter; it is only their form and not their substance that can be changed. The principles of mathematics remain the same; language, literature, history, always present the same facts; political, social, and metaphysical subjects do not vary much. The natural sciences have the same basis, and only need to keep pace with new discoveries and modern discussion. And it must also be ever remembered that the text-books which make the most efficient tools, in the hands of teachers of a high degree of ability and skill, often prove very sorry instruments in the hands of another class of teachers not so intelligent or skilful.

There is also another practical fact known to publishers —that books regarded as of a very high degree of merit in one part of the country are not at all acceptable in another

part. The character of communities, of widely separated states or sections—in other words, the environment—is found practically to be a governing element in the choice of kinds of text-books. This happens sometimes even in different parts of the same state, and is a matter not easily explainable. These idiosyncrasies perhaps grow out of the freedom of our republican life. Communities are accustomed to take care of themselves with the utmost freedom, in their own peculiar ways; as one might say, it is in accordance with the genius of our institutions.

Books of real merit have a certain personality, and, like persons, they attract or repel. The ideal education comes from a contact of personalities, of mind with mind; the live teaching force is always the *teacher* himself. The pre-eminent teacher can sometimes put the best part of himself into a book, and so the book becomes characteristic. There are really living books, attractive, popular, successful within their own circles, and yet indescribable, but containing certain elements of individuality or personality, such as distinguish the intelligent, clear-headed, magnetic teacher. They have a flavour that attracts and impresses and which endows the subject with a living speech.

There is a shallow and dangerous popular belief, unhappily now rife in many states and communities, that a schoolbook is only so much paper, print and binding, and that anybody can produce it at short order, at its mere mechanical cost, and that the results produced by its use in schools will be just as satisfactory as the use of any book whatever. This is an emphasis of the evil of text-book routine in its worst form. State uniformity, state publication, state contracts in the interest of mere cheapness are its outcome. I have referred to the makers of schoolbooks as authors, and not editors, because the real schoolbook is a creation; the best thought that can be put into printed pages, in the most skilful form that genius can contrive, under the great stress of competition to produce the most excellent, is none too good to help out and supplement the teaching abilities of the average teacher, and give life and reality to the subject taught. Such books can be produced only where there is the freedom of an open and ambitious competition, and where, without fear or favour, merit shall win, and where the rewards of success are worth this intense striving. And every publisher knows to his dear cost how

much oftener he fails than succeeds, even under this condition.

The part of the publisher is both to follow and to lead, to supply the want that exists and to create a new and better want. The first and obvious duty of the publisher is to supply the existing demand, and this in a way takes care of itself. The publisher's second and higher duty is constantly to watch the steps of educational progress and provide books which will, at the same time, create and fulfil a better and higher demand; and stimulated by an ambition to lead and excel, this the progressive and live publisher is always doing. The editorial department of a well-organized publishing house keeps a close watch over educational tendencies, the development of this or that educational theory, the exemplification of this or that phase of teaching, the doings of this or that particular group of enthusiastic, growing teachers. It is easy to see what a close relation must exist between the editorial department and the teaching world to be able to form a correct judgment of the hundreds of manuscripts that are presented for inspection.

This is an age of great transition, and in no department of life's work is transition so evident as in methods of teaching. The present tendencies and transitions, wise and unwise, old and new, are sifted, put into form, and given to the educational world by such epoch-making reports as that of the Committee of Ten, the Committee of Fifteen, the Committee on Rural Schools. The editorial department must be in close touch with these reports, with the doctrines contained, with the philosophy preached, and must seek to materialize them in such a way as to make them usable in the schools.

Publishers study the educational sentiment and crystallize it into definite shape, providing text-books having a common basis; thus tending to assist in unifying the educational interests of the whole country.

Whatever interests educators, interests publishers; the same problems confront both; both should be equally alert, active, and ready to take up improvements; if anything, the interest of the publisher is keener in these improvements than the interest of any individual. Unless the publisher plans wisely, his whole capital is jeopardized. Unless he keeps in touch with the newest and best educational

thought, embraces the good and brings it to the front, and makes his house the headquarters for the best that is to be had, he loses prestige, he loses business, he loses profits, and must inevitably go to the wall in time. Hence, apart from any higher motives, the publisher is compelled by his pecuniary interests to keep to the forefront of educational progress.

The course of text-book publishing is an evolution, following closely the trend of educational discussion. Your deliberations here to-day, determine the text-books of to-morrow. The publisher is a clearing house of educational ideas. A superintendent in a good place may do much by his individual effort. He preaches his doctrine, presents his views, guards with watchful care his own schools and his own teachers The publisher gathers the personal views and personal influence of the best educators in all parts of the country and draws them together, crystallizes their thought in books, and by distributing those books throughout the country multiplies a thousand fold the influence of any individual educator.

The publisher is a conservator of educational interests. The personality of an active teacher or superintendent may tend to propagate bad methods; and wherever he goes and impresses his personality he may extend these bad methods. A publisher may publish a book containing bad methods, but under the law of the survival of the fittest, the poor book perishes and the good book survives. Hence, the publisher's net resultant effort is always toward improvement, in this respect having the advantage over any individual educator.

In the best style of teaching, of course the text-book is always subordinate. Books are bad masters, but good servants. They are not to be used as crutches to help those who could not otherwise walk, but are to be placed in the hands of the skilful as fine-edged tools. The wise teacher may omit, may add, may modify—in a word, may adapt the text to the wants of the hour, and thus extract and use to the greatest helpfulness. While the highest type of teacher may be a living text-book, time does not suffice, and the burden is too heavy for wholly personal work.

But with ordinary or inferior teaching—and who shall say, despite all improvements, how much of this sort of

teaching still prevails throughout the breadth of this country?—the good usable text-book is the chief dependence, the indispensable tool which almost wholly shapes the final teaching result.

And notwithstanding the days of talking, explaining, and lecturing, I am old fashioned enough to believe that the real downright study of the proper book by the pupil is a most useful adjunct in any course of mental training for the young.

ENGLISH COMPOSITION.*

By Miss C. Nolan, Huntingdon.

Our divisions of this subject are Characteristics of Good English, Method of Instruction, Subject Matter, Criticism, Barriers and Incentives. The chief essentials of good, plain English, as spoken and written by the masses in their every-day intercourse and correspondence, are conciseness, clearness, force, and beauty. These characteristics may and ought to be acquired in our elementary and secondary schools. In regard to the first, any journalist will tell you that diffuseness is the greatest fault of the articles sent for publication. Ours is a busy age. To say nothing of the coveted space, there is no time for wading through a sea of words, in order to extract one feeble thought, yet, the condensing process may be carried so far as to make the treat too strong for any but the man whose powers of mental digestion are gigantic.

Is it unpardonable heresy even to think that Carlyle's French Revolution, without detracting from its literary beauty, might have been written in such a manner as to be more easily understood, and therefore more prized by the average man? Grandeur and depth of conception, combined with simplicity of style, are in demand at the present time We no longer consider those addresses from pulpit and platform which are not understood, the finest and best.

This also is too intense an age to bestow much admiration on the flowery article, whose chief merit lies in its figures of speech; yet we do not enjoy the perusal of a harsh, bald statement of facts, any more than we value

* A paper read at the Teachers' Convention held in Montreal, October, 1897.

intercourse with the brusque person, who cannot take time to be courteous.

By what means then can the desirable combination of simplicity, force, and beauty be acquired?

The answer often given is "Good prose writers like poets are born not made." This is not all the truth. In fact, even poets are to a great extent made. After the expenditure of fourteen years' labour by Tennyson, his In Memoriam must have owed as much of its force and beauty, to the artist's pains, as to the poet's genius.

An intimate acquaintance with the nature, origin, and use of our one hundred thousand English words, is provision rich enough for the construction of either measured or unmeasured lines.

Others say, "The only way to become a composer is to compose." Actuated by this belief, teachers of the old school, without any previous instruction, assigned such subjects as wool, animals, the seasons or political economy. The first named was usually dealt with after this manner. "The sheep is sheared, then the wool is washed, then it is carded, then it is spun, then it is woven, then it is sent to the tailor." A very shrewd urchin, savouring somewhat of Peck's bad boy, might, on animals, possibly produce something like the following:—The dog is a very useful animal. He can play tricks, and howl when anybody is going to die. The pig is a very interesting animal also, though he is not so nice a house-keeper as some other folks. Animals are very useful to the circuses, 'cause the minister and his wife, and the deacon and his wife, and their grown up relations can all go to take the baby to see the animals. The cow is an animal having four legs, one on each corner of her.

An hour's vain effort to evolve ideas on the three more difficult subjects, resulted in an abiding disgust with composition in any form. So much for the old method. The more recent reproduction in the pupils' own words of a story or object lesson, though a step in advance, does not develop originality of thought, or individuality of expression. The old asks for bricks without straw, the new gives the material, but not the necessary apprenticeship.

The mechanic does not say to his raw apprentice, "There is your material and model, when your carriage is finished I shall point out your mistakes." Does he not rather direct

as to what material and form in spokes, felloes, and hub, will combine the desired lightness, strength and symmetry? Similarly we teach arithmetic. Before asking the pupil to add $\frac{2}{3}$ to $\frac{3}{4}$, we utilize the blackboard, diagrams, coloured cards, an apple or any other object which can aid us in showing that the division of $\frac{1}{3}$ into four equal parts, and of $\frac{1}{4}$ into three, gives us twelfths, therefore $\frac{2}{3}$ equal $\frac{8}{12}$ and $\frac{3}{4} = \frac{9}{12}$.

Now, what I claim for composition is a like method of definite, progressive instruction and practice in sentence building. The instruction will require a class drill of not less than one-half hour each week; but recitation in history, geography, and physiology will give opportunity daily, for oral and written practice. Pupils reading the Third Reader may be required to express a perfect thought as, "Birds fly," using only the two classes of words, which at one period in their history, were the only ones at the command of our Saxon forefathers. Besides laying the foundation of conciseness, this exercise is the best for enabling the pupil to distinguish between nouns and verbs, subject and predicate. Qualifying terms give at least modified thoughts as, "Little birds fly swiftly." The pronoun and preposition are next pressed into service and we have, "Our little birds fly swiftly across the street in winter." Placing the phrase "In winter" at the beginning of the sentence enables the pupil to see that the position of modifying terms affects the clearness. From the first lesson, attention ought to be given to capital letters, periods, interrogation and exclamation points. To the fourth class may be safely left the important allies to conciseness and force, viz., participial, appositive, infinitive, and absolute phrases. The great care and patience needed in teaching the proper use and position of these phrases are amply rewarded by the increased ability to express many thoughts in few words, as illustrated by the form our sentence now assumes.

"In winter, seeds being rare, our little birds, the sparrow and snow-bird, fly swiftly across the street to pick up crumbs, left for them by kind-hearted children." At this stage it is not difficult to understand the part played by the comma in making these thoughts distinct. Such drill in simple sentences enables the pupil to use with ease the relative pronoun and conjunction, as links in the construction of compound and complex ones. The small boys'

composition on wool is now given without the monotonous repetition of the conjunction "then," as, "The sheep having been sheared, the wool is carded and spun, then woven into a fine cloth of which a fashionable tailor makes a coat fit for a king."

Now, a pleasing and harmonious succession of well written sentences makes a well-written paragraph. On the acquisition of skill in this part of our subject, very useful hints are given in the chapter on "paragraphing" by Mr. Alexander in "Composition from Models."

An opening sentence, as "The boys spent the afternoon rambling over the farm," being given, the imagination picks up the thread, weaving in facts in an orderly, symmetrical manner.

Our American neighbours, always "wide awake" along the line of labour-saving, whether mental or mechanical, substitute paragraph writing for that "weariness to the flesh," long exhaustive and exhausting compositions, which deal with every division and sub-division of the subject. After a well-mapped out plan has been made one head, well-written on, is a good test of the pupil's ability.

Time and labour may also be economized by class correction of mistakes, in place of the old individual one. Errors of the same kind are usually found in several compositions of the same set. Besides, to prevent repetition, a thorough drill in the writing of correct statements is necessary.

Now, in regard to the subject matter—thoughts themselves are a more difficult problem than the expression of them. We would fain believe that our plan of sentence building does a little towards the solution, by improving not only the expression but the habit of thought. It educates the mind to look upon subjects under various aspects, thus broadening the conceptions of all that come into our lives, whether by observation or experience. You may remember that we asked for thoughts, not words, of which the literary world as well as the social and religious are too full. In higher classes, reading and discussing such perfect models as Macaulay's essays, encouraging the preparation of object lessons by the pupils themselves; inducing the "taking in," in more senses than one, of the lectures of men of thought, all form additional aids in the same line.

Perhaps, however, the greatest efforts are required to discover and remove the most formidable barrier to progress in the art of composing, viz., the pupil's dislike to it. The secret of this dislike, I sometimes think, lies in the strange variance between the intensely realistic age in which we live and the lack of the practical in our methods of instruction. Merely to exhibit their skill in the act, we ask our pupils to conjure up, at will, thoughts enough to form an essay. What man, to show his mechanical ability, ever built other than a toy ship? Who but the man that is full of his subject can, through the press or from the platform, move the world by his impassioned oratory? Can we not then make composition a more real thing? Our pupils might write us, not toy letters, but real ones telling difficulties or asking for advice. What glowing descriptions of persons and places do children orally impart to each other! Could we not have such transmitted to paper? Ask them to write a report of a trip, concert, or the never "lacking" convention, then select for insertion, in some weekly, the best written. If an essay be attempted, choose a subject of public interest, as "Prohibition of the Liquor Traffic." By discussion, arouse feeling strong enough to induce an ardent expression of opinion.

This method, like all others referred to in this commonplace paper, has been tried and found effectual in helping in some small way, to maintain the purity, grandeur, and simplicity of the language, destined not only to be the universal medium of communication of thought, but also the mediuu of transmission to the abodes of cruelty, in the dark places of the earth, that glorious message of the grace of God, with its unseparable beatitude, the knowledge of the Fatherhood of God, and the brotherhood of man, the only knowledge which "makes for righteousness" here and consequent blessedness hereafter.

Editorial Notes and Comments.

ONE of the educational journals remarks that professors of English are complaining that boys and girls are entering our colleges thoroughly prepared in mathematics and the classics, but wofully lacking in ability to write the mother tongue. All who are in a position to judge must acknowledge that there is indeed reason for the complaint,

and the question naturally arises, Why should it be so? The exchange referred to says: "One reason for this complaint is that there are far too many schools where compositions are written but once a month. It is no wonder that under these conditions, 'composition day' should prove a bugbear to pupils, and in many cases a burden to the teacher. Work in writing English should be commenced in the lowest primary grades and continued *every single day* until the school life is finished." We heartily endorse this principle, which is so *à propos* of what Miss Nolan had to say in the paper she read before the recent Teachers' Convention at Montreal—a paper we reproduce on another page for the benefit of those who had not the privilege of listening to it. Following along the same lines of thought, these words of Inspector Aiton, of St. Paul, Minnesota, are worthy of repetition, "Observation throughout the schools," he says in his report, "and an inspection of several thousand state examination papers lead me to the foregone conclusion, that we need to organize a vigorous campaign in all departments of English. I believe that in proportion to time and effort spent, students get more of permanent value out of literature than from any other subject. One of the most serious fallacies of the educational age has been that from the intermediate grades onward English could and would be cared for incidentally. This incidental theory has persisted year after year, when, before our very eyes, for want of a grip on thought, for want of an ability to read understandingly, classes blunder ineffectually for hours over a bit of work that ought to be mastered in ten minutes."

—THE amount of truth there is in what the *School Journal* has to say in discussing the status of the teacher, we leave to the appreciation of those who should know best the real facts of the case,—the teachers themselves. The *Journal* in a recent number says: "Teachers frequently complain that they do not receive sufficient respect. There are many reasons for this, and one of them is that the majority of them allow themselves to be pampered too much by accepting—if not actually asking for—free samples of books, special rates on the railroads, rebates at the special shops and other immunities too numerous to mention that have absolutely nothing to do with educating the young. One of the results of this condition of things, is

that teachers are considered a kind of public property ; they must do as they are told without demurring ; they must take whatever salary is given them and be thankful, and no matter what indignities are offered, they must suffer them without a word of opposition, or they may lose their places. This will not change until teachers learn to put themselves on exactly the same plane as the rest of the world ; other people will soon recognize the fact and act accordingly."

—In a recent number of the *Educational News*, Dr. W. H. Payne gives what he considers to constitute the teacher's equipment. He says :—

For real teaching, the teaching that moulds character and inspires to intellectual excellence, there is nothing which can be substituted for generous scholarship. And the scholarship which is needed for genuine teaching cannot be acquired by any process that greatly abridges time and labour. There is no easy and expeditious way to become a scholarly man or woman, and the pretence sometimes set up that a few weeks' instruction in Latin or Mathematics will fit a youth to teach these subjects is the trick of an impostor. Instruction that goes only far enough to create in the student the conceit that he is wise is a sorry preparation for serious teaching. A normal school should give such extension and depth to the scholarship of its students that they may contract a love for learning, and form a modest estimate of their present attainments.

However, it is equally as necessary for the teacher to acquire *professional knowledge*. By this is meant the knowledge that is needed to convert the scholar into the teacher. Primarily and principally this is a knowledge of the history and science of education, and secondarily of the most approved methods of teaching. The direct tendency of method, divorced from principal or doctrine, is to mechanize instruction, to fetter the school in routine. One of the most precious endowments of the teacher is versatility, freedom ; but this endowment is attainable only through reflection on scientific truth ; it is educational science alone that can make the teacher truly free. The teacher should be able to work intelligently at the solution of educational problems ; to form rational opinions on the current educational questions of the day ; and a course of instruction would be incomplete without a patient study of education-

al doctrine. Neither doctors nor lawyers can be expected, in any true sense, to learn the practice of their art while in college. They learn a science, and out of this science, as occasion permits, they gradually perfect their art. If the teacher is to be more than empiric, he should learn his art in a similar way, he should master his science, should observe the work of experienced and accomplished teachers, and when he has a class or school of his own, should be able to construct his own art.

—"STUPID" is a term we too often hear applied by an unthinking teacher to a pupil who may not, after all, be quite as "stupid" as his teacher thinks him to be. It is this that has probably led a writer in one of our exchanges to inquire, "What constitutes stupidity in pupils? It is a general lack of ordinary mental activity? Is it extreme dulness of perception or understanding applied to powers of the mind in the aggregate? Or is the term to be limited in its application to some particular powers or aspects of the mind? May not a pupil be 'stupid' in one or more respects and yet possess extraordinary mental activity in other directions? This 'stupidity,' whether real or apparent only, presents an important but difficult problem for the teacher to solve. A careful study of the child's mind, of his aptitudes and of his limitations must be made before judgment is pronounced against him. The tendency of teachers is to condemn a pupil as 'stupid' who is dull in matters scholastic merely. The 'calculating boy' who, without difficulty, can solve arithmetical problems suited to his mental condition is praised as bright and intelligent; while the pupil who is more materialistic in his mental organization, who realizes numbers of things only when they are presented in visible form before him, who can scarcely recognize that two and two make four as an abstract thought, is denounced as 'stupid.' Another pupil has a vivid imagination and, through heredity or association, has a command of words which enables him to describe fluently any event or object, whether actual or unreal; while yet another requires a close inspection of the real thing or a personal experience of it gathered through his senses before he can intelligently express his knowledge concerning it. Is the pupil in each of these last two instances 'stupid,' or has his intelligence merely failed to find its proper channel in the tests presented?

"Of course, there comes a time when it is necessary for the child to enter school and to pursue a prescribed course of studies suited to a majority of children who have reached nearly uniform stages of mental development, and every one is, with a fair degree of reason, expected and required to accomplish the assigned limits as proof of qualification for further progress. To children having average all-round mental capacities, no subject contained in such curriculum presents difficulties varying much in degree or in kind from mental effort required to master any other subject in the course. But to those having some peculiarity of mental organization there are some subjects that do not appeal to their taste or their predilection or their habits of thought. Not all children are equally clever, and no amount of instruction, no amount of training, no application of abstract psychological theories can make them so. The thing necessary to be done is to study the case of the so-called 'stupid' pupil; to find out wherein his stupidity lies, to ascertain what compensation for stupidity in one direction nature has made in some other direction. 'There are diversities of gifts,' and 'there are diversities of ministrations.' To one is given 'workings of miracles; to another, prophecy; to another, divers kinds of tongues; to another, the interpretations of tongues.'

"The teacher must study the child to learn his gifts, his mental pecularities, his intellectual capabilities. Not all children develop alike, physically or mentally; not all can be trained or developed alike. No amount of training can make a cart horse win the Derby, but he can be made a very excellent cart horse. The finer mettle of the Arabian makes him superior to the cart horse from an æsthetic point of view, but the cart horse has his adaptions as well as the blooded racer. In each of these cases the training must be suited to the animal trained; so the training of the child, whether 'stupid' or 'active' must be suited to his particular condition. The teacher must know the child, and then must do all that is possible to develop to the fullest extent whatever is capable of such development. No snap judgment is to be rendered, no excuse is to be entertained for neglecting such 'child study' because it is troublesome, because it involves labour and patience and knowledge and skill. If psychology, if child study, if pedagogy mean anything, they mean that it is the teacher's duty, as it is his

privilege, to learn what each pupil is capable of doing, and then to encourage him to do these things well, and to do distasteful or difficult things to the extent of his ability. In the higher grades of schools and institutions of learning where the pupil has greater liberty in selecting his studies and in following the natural bent of his mind, he may far outstrip his apparently more fortunate 'all-round competitor; and in life's longer, more important race he may win success and honour, and fame, completely reversing the teacher's verdict of 'natural stupidity.'"

Current Events.

As predicted in a former number of the RECORD, the thirty-third annual convention of the Provincial Association of Protestant Teachers was an event of primal importance to the teachers of this province. The interest taken in the proceedings of the various sessions, the intrinsic worth of the papers read and the valuable discussions which they encouraged went to make the convention a memorable one. The first session was held in the McGill Normal School, Montreal, on Thursday morning, the 21st of October, the president, Dr. J. M. Harper, being in the chair; at this meeting the reports of the different committees were read and discussed. The report presented by the association's representative on the Protestant Committee, Mr. N. T. Truell, was listened to with interest, as was that of Mr. E. W. Arthy for the pension commissionners.

The afternoon session was also held in the Normal School and was very largely attended. Several interesting discussions took place, full reports of which appeared in the daily press, and three papers were read, one by Inspector R. J. Hewton, in which he severely criticized the new Canadian History, and a second by Mr. H. H. Curtis, of the Montreal High School, in which he described a successful educational experiment, that of teaching French by the oral or conversational method. Mr. A. G. Racey presented an instructive paper on memory drawing in the schools, and gave directions how best to secure concentration of the mind, so that the image might be borne away in the memory, to be reproduced afterwards. The mind could be forced to retain certain images, which could be reproduced with almost the exactitude of a portrait. This power

would be strengthened with growth, and it would be found to be of the utmost advantage in after life, especially in the domain of illustration, which was now so popular in the magazines and newspapers. He advised the teacher not to hit too hard when she found that she had been drawn by the boy who might yet develop into a famous caricaturist. The Hon. G. W. Ross, Minister of Education of Ontario, also addressed the meeting, drawing attention to the advantages of a school system governed from one centre under government control, as they have it in Ontario.

On Thursday evening there was a public meeting in the Assembly Hall of the High School, when speeches were made by the Mayor of Montreal, Dr. MacVicar, and the Hon. Mr. Ross. The president, Dr. Harper, delivered his inaugural address, a full report of which we hope to give in the RECORD.

The fourth session was held in the High School on Friday morning. Dr. Robins, principal of the Normal School, read a valuable paper on the training of the understanding, and Miss C. Nolan, of Huntingdon Academy, presented a paper on "English Composition," which is reproduced on another page. Miss Radford and Miss Dodds, of the Montreal High School, also read interesting papers. At this session, the report of the Pension Commissioners was read, and the committee on amendments to the Pension Act reported that the bill of amendments drawn up by the Hon. Mr. Ouimet provided for a reduction of the maximum pension to $600 (which the Committee did not regard as adequate); for an extension of the time when a teacher might claim benefit from the fund, on account of sickness, twenty years' service being necessary, instead of ten; for a refund of the moneys paid into the fund, if a teacher is incapacitated by sickness, after ten, but less than twenty years of service; for a stoppage at the minimum rate of two per cent. and maximum rate of four per cent. upon the salaries of teachers and pensioners; for a uniform and unvarying stoppage of four per cent. upon grants; for an annual Government subsidy of $10,000, and that School Inspectors should visit pensioners at each one of their official visits to the locality. These amendments had also been approved by the Catholic Committee, it being understood that they had already received the sanction of

both Catholic and Protestant teachers. The Committee had the assurance of the Premier and other members of the Government that its deputation would be heard in committee before any bill amending the Pension Act passes the Legislature. They had, however, appeared before the Protestant Committee on the 19th inst., and protested against two injustices arising from the bill, viz, that it was unjust to tax teachers unequally for the same benefit, and that if the maximum pension, were reduced, as provided in the bill, it was unjust to make this provision retroactive, to the injury of those who had already paid into the fund. It was urged that in the cases of such persons one of the following alternatives should be resorted to: (1) To exempt from the operations of these changes all persons who have paid in stoppages to the Pension Fund in excess of the requirements proposed in the amended act; or (2) to set free from perpetual capitalization such an amount of the capital fund as will make good to such teachers their claims on the Pension Fund; or (3) to return to all such persons from the capitalized fund the amounts which they may have paid in excess of the proposed requirements, with interest at the rate of five per cent. per annum. The Protestant Committee declared itself impressed with the fairness and reasonableness of these demands. The report was adopted.

At the fifth session, held on Friday afternoon in the High School, Mr. Patterson replied to Inspector Hewton's criticism of the new Canadian History, after which several papers of great merit were read. In the course of a well-conceived presentation of "Child-study," Mr. E. N. Brown, of Lachine, said that the "greatest value of child-study was that it made the child an object of new and deeper interest, bringing the teacher into closer and more sympathetic relations with children." Miss Hunter, of the Montreal High School, spoke in an interesting manner of "The Great Epic of the North." The convention then divided into two sections, the Superior School teachers being addressed by Mr. Robert. M. Harper, advocate, of Quebec, on "Latin Pronunciation," and the Elementary School section being presided over by Inspector Gilman, who took up the subject of Geography.

On Friday evening, a reception was held in the Peter Redpath Museum of McGill University, the guests being received by Principal Peterson and other members of the

teaching staff of the College. Among those who addressed the gathering, was the Hon. Mr. Justice Lynch, who referred to the power which the teachers of the province had become. They were marching upwards and onwards, and were becoming a mighty influence in moulding the characters of the youth of our land. Continuing, he alluded to the importance of elementary education, which he said was the subject which held the clotest attention of educationists in this province at the present moment. In his opinion there was no more important branch of education than the one he had mentioned, and the university should be willing to lend its power and influence to any movement having for its object the betterment of common school education. If Canada was ever to become a great nation the boys and the girls of to-day must receive such education as would fit them to perform their duties as citizens, and this would not be obtained elsewhere than to the common school. Referring to his own appointment as a member of the Protestant Committee, he said that the school system in this province was not what it should be. He contended that they were going on a very wrong principle, and believed that the best minds of the province had taken the narrow view that all boys must pass through the university. It was a mistake. The boy who left his home, passed through the regular curriculum and returned to his father's farm was a hero; but they had very few of that class, and they were poorly qualified to follow in the footsteps of their ancestors. The boys and girls of to-day would have to get their education in the public schools, and by invoking the aid of all the people of the province they would be laying the foundation of a system of education such as had been prevailing in the countries of the Old World. In conclusion, Judge Lynch advocated compulsory education. Mr. John Whyte, member of the Protestant Committee, also spoke, and drew attention to the three chief grounds of complaint against the common school education as it exists, which he said were :—(1) that the standard was too low to qualify teachers to give instruction; (2) that proper teaching apparatus was not to be found in the schools; (3) and that the salaries were too low to secure good teachers. As a possible remedy, Mr. Whyte proposed the levying of a special tax with a view to increasing the revenue for school purposes.

The last session was held in the Normal School on Saturday morning, when Mr. N. T. Truell, of Lachute, read a paper on "The Academies and High Schools" and Miss K. E. Cole, of Barnston, one on "The Model Schools." which will be published *in extenso* in the near future. Mr. Arthy, Superintendent of the Montreal Schools, spoke of "The City Schools." The scrutineers reported the following office-bearers elected for the ensuing year :

President, James Mabon, B.A., Waterloo.

Vice-Presidents, S. P. Robins, M.A., L.L.D., Miss Mary J. Peebles, and Inspector John Parker, B.A.

Corresponding Secretary, W. Patterson, M.A., B.C.L.

Recording Secretary, Inspector J. W. McOuat, B.A.

Treasurer, C. A. Humphrey.

Curator of Library, Miss L. Derick.

Representative on Protestant Committee, Inspector J. McGregor.

Pension Commissioners, H. H. Curtis and S. H. Parsons, B.A.

Executive Committee—Rev. Inspector Taylor, M.A.; Geo. W. Parmelee, B.A.; G. L. Masten, J. A. Nicholson, B.A.; Miss G. Hunter, B.A.; S. P. Rowell, J. A. Dresser, M.A.; Miss H. A. Moore, Miss M. J. Mitchell, Miss E. Hepburn, Miss H. Carmichael, H. J. Silver, B.A.; J. A. McArthur, B.A.; Mrs. Hulse and H. A. Honeyman, B.A.

Before the meeting was brought to a close, Mr. G. W. Parmelee, Secretary of the Council of Public Instruction, announced a message from the Hon. G. Ouimet, former Superintendent of Public Instruction, thanking the association for the illuminated address presented to him, and expressing his continued interest in the cause of education, especially in the work carried on by the Teachers' Association.

—THE awards for excellence of exhibits of school work for the past year, as annonnced at the Convention, were as follows :

Academy class : 1st prize, Lachute Academy.

Model schools : 1st prize, Girls' Model School ; 2nd prize, Boy's Model School, both of the McGill School.

Elementary schools : 1st prize, Hinchinbrook (Huntingdon County) : 2nd prize, Godmanchester (Huntingdon County). In this class also Elgin School received special honourable mention for writing and accounts ; Longeuil, for

excellence of work of junior pupils and Ormstown for general excellence of exhibit.

Special mention was also made of the work of the High School, Montreal, as showing the continuous work of the year with particular attention to the industrial work of the manual training department.

—THE special committee named by the corporation of Bishop's College, Lennoxville, has decided that it is not expedient to remove the theological department from its present seat to Quebec. However it is gratifying to notice that the committee must consider the question of providing increased accommodation for students, now said to be urgently needed.

—IT is rumoured that there will soon be quite a decided change in the public school system in Ontario. The change will be in the curriculum of the schools, and branches hitherto untaught will be introduced into the schools of the province. The change will be in the form of the practical. In country schools agriculture will be taught, not the smattering of agriculture which is imparted in an indifferent way as an optional subject, as it is at present, but a thorough scientific course of technical agriculture. In the city schools more technical work will be taken up. In fact, an amount of thorough mechanical education is to be supplied. For some time the Hon. G. W. Ross has been contemplating this innovation. His numerous visits to the various schools in the United States had this object in view. Mr. Ross is said to have been well pleased with his observations and will inaugurate a thorough change almost immediately.

—AN exchange reports as follows, with comments of its own, an incident which took place at a teachers' meeting in a Massachusetts town. A principal "read a paper in which he gave what he considered the requisites for a good teacher, as follows: 'High moral character, accurate and fairly extensive knowledge of subjects taught and of related subjects, professional training, general courtesy, refinement, and good manners. A teacher must stand well in the estimation of the people, must possess a knowledge of human nature, tact, amiability, cheerful disposition, and must have good health.' In the same paper he mentions the fact that in some of the schools the teachers are paid as little as six dollars a week. The

natural conclusion must be that either the good teacher works in B—— for something besides money, or else she never goes to B—— at all."

—A sensational despatch, which has not yet been contradicted, appeared recently in most of the newspapers, to the effect that a teacher in a school in the State of Missouri was beaten to death by his pupils. As a punishment for misconduct, the teacher kept several boys after school was dismissed last night. When released the boys went away angry and later, as the school master was on his way home, they waylaid him, pelting him with stones and clubs. He was knocked down and his skull crushed. He did not regain consciousness and died this morning. The youths have been arrested. If there is any truth in the story, it is to be hoped that a lasting example will be made of the perpetrators of the outrage.

—At a recent meeting of the Board of Education of New York, a resolution directing the committee on buildings to provide elevator service to play grounds on the roofs of school buildings, so that the public may have access to such play grounds outside of school hours, was referred to the committee on buildings and the committee on instruction. Commissioner Peaslee, speaking for the resolution, said that five school buildings are now provided with roof play grounds. He thought the women and children near these buildings should have opportunity to use the play grounds during the summer months. and at other times when the schools are not in session; and that elevators outside the buildings, not connected in any way with their interiors, could easily be put up.

—According to one of our exchanges, the salary of the superintendent of schools of New York city is $7,500 and he had fifteen assistant superintendents. The salary of each of these assistant superintendents is $4,000. The combined salaries of the superintendent and his assistants amount to $57,500.

—Sewing is to be taught to all girls in the classes between the second primary and the fifth grammar grades of the Brooklyn public schools. The instruction is given by the teachers who work under the supervision of the heads of departments and the director of sewing. Miss Hutchinson, the director, is putting the teachers through a

course prepared with a view to fitting them to teach the children. They are shown the correct method of sewing; the needle is threaded, held, and drawn through the fabric in a certain way. Tying the knot with the fingers of one hand is practiced, and then follows actual work in all the forms of plain sewing.—*School Journal.*

—Our transatlantic friend, the *Journal of Education*, is responsible for the following item. It is advanced, it says, by some educationists, and even by some parents, that athletics have a strong tendency to absorb more time and attention in the schoolboy's life than is always compatible with a fairly good education. Here are two advertisements selected from a Church weekly:—

A boy, under thirteen, with good voice or good at football, might be received in first-class school on exceptional terms.

In the second the bait is more precise:—

Gentleman's son, able to take leading part in cricket and association football, will be received in first-class school at half fees.

Practical Hints and Examination Papers.

HOW TO SECURE ATTENTION.

Attention is the one indispensable in our class recitation. Those who are at a loss to secure attention, it seems to me, have overlooked the fact that by some inadvertence, attention has been lost or weakened, in the outset of the work by a failure to grasp the situation in all of its important bearings. We find, in the beginning of our work, that we are brought face to face with a class of clear-seeing, wide-awake critics, who very soon decide among themselves whether or not the work required of them shall be accepted in a careless, hurrying-over manner or that prompt thoroughness shall be the keynote to every task assigned. To be thorough master of the attention of your class you must have a surprise in store for them, some obscure point to bring out into a clearer light—a point that the class is liable to overlook or slight, and in order to do this successfully you must know all there is to be known about the work required. If nothing else presents itself, in a trite, ordinary recitation you can call attention to a word, give its derivation, meaning and origin.

To secure attention order your work so that all may be reciting at once. Work, healthy, entertaing work, unremitting and thorough, this alone can compel attention wherever the morale of the class has been injured by a clumsy inexperienced teacher who has allowed the attention of the class to be dissipated and lost as a result of giving unwise aid, instead of requiring effort on part of the minds before him. What if failure does come to them? Even when they put forth their best efforts? We only win by failure, and gain strength by exertion. This exertion need not be extended to fatigue, with our enlarged curriculum.

Arrange the work so that we can secure a pleasing alternation of subjects, thus avoiding a surfeit of any one class of thoughts. One must possess the fine mental sense to do this—that corresponds to the musical sense of the composer—must go deep into the harmonies of being and creation, in short, must be master in the true and exalted sense, to touch upon the wonderful instrument of the human consciousness in such a way as to leave nothing more to be desired in the way of development and improvement.

Guard against indolence and apathy in your little realm, as a greater state would guard against an epidemic or plague. Stamp out their first attack with the vigilance of a health officer. Apply an immediate and active remedy in the form of vigorous work. If a student in a reading class manifests a disposition to ignore the recitation while another of the class reads aloud send him at once to the blackboard to write the paragraph just read from memory. If one manifests no interest in the geography lesson, require him to outline the country which is the subject of the recitation, giving the principal parts. In fact, cure inattention by superimposed tasks, judiciously selected with regard to the attainments and capacities of the student.

A teacher must be intensly alive himself to set the pace for a wide-awake class alive to all possibilities and impossibilities of the work he requires to be done. If you wish to drive a spirited team get your lines well in hand and keep them well in hand. There are no easy stages on the rough up-hill road to knowledge. Impress this fact early and often on your class. Have them know that eternal vigilance is the price of superiority and supremacy in any line of life work. Stir the young spirit by every wise

means, and you need not complain of inattention, for be sure the young intelligences placed under our guardianship are all attention at first; at least, this is generally the case. And the question resolves itself into one of controlling and directing the attention spontaneously given at the outset to be guided into right channels and to proper development.—*Educational Exchange.*

HINTS TO SCHOOL BOARDS.

1. Sustain your teachers as long as you keep them.

2. Be as silent as oysters when tempted to speak disparagingly of your teachers.

3. Speak well of the school when opportunities offer.

4. If you object to the ways of your teachers, tell them so privately, but do not proclaim it from the house tops.

5. Do not think that the world has come to an end when an irate parent comes in like a raging cyclone, breathing vengeance from every pore. Soothe him, calm him, tell him to mind his own business, shame him, or—put him out, as occasion demands. The sooner you give him and all others to understand that the teachers are going right on, and that you are going to sustain them, the sooner you will have peace.

6. Do not, for any matter of personal feeling, denounce the teacher and ruin the school.

7. Do not, at least so far as you are concerned, let family or neighborhood quarrels interfere with the success of the school.

8. Give your teachers at least one word of praise to two of censure.

9. If you chance to get an incompetent teacher, ask him to resign or else sustain and aid him in every way in your power, that the best may be made of a bad matter.

10. If you, yourselves, have been teachers, do not try to graft your methods upon the teachers. Each can teach best in his own way.

11. Do not weaken in your support of the teachers in cases of discipline when it chances that certain favoured children are the offenders.

12. Do not think that a young teacher will make no mistakes. Exercise a healthful charity.—*Exchange.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The New Life of Tennyson, by his son, is reviewed by Hamilton W. Mabie, in a timely article in the November *Atlantic*, and Dr. John Fiske criticizes in a scholarly manner what he terms "Forty Years of Bacon-Shakespeare Folly." Readers of the *Atlantic* will be gratified to find the Contributor's Club once more in the first issue of this standard magazine's forty-first year of publication.

The November number of the family magazine *par excellence*, the *Ladies' Home Journal*, contains an historical article entitled "The First Thanksgiving Dinner," which describes one of the most interesting banquets eaten on this continent, at which Indian chiefs were guests. The departments are all well filled and there is a timely paper containing a host of suggestions for Christmas presents that can be made by the giver.

The November number of the *Canadian Magazine* is an anniversary one, and does great credit to the editor and the publishers. The articles and general appearance are decidedly good. Among the interesting features is the first paper of a series on "The Makers of the Dominion of Canada," by Dr. J. G. Bourinot. The December issue of our national magazine is a splendid Christmas number and contains, besides the usual readable matter, poems and stories appropriate for the holiday season.

We have received the initial number of a periodical called the *School Music Journal*. This monthly magazine, "devoted to the interests of music in schools," is published in New York, and promises, if the first number be any criterium of what is to come, to be a successful venture. The subscription price is one dollar a year, which should be sent to the School Music Journal Company, United Charities Building, New York, U. S. A.

In the *Monist* for October, 1897, are several philosophical articles of great worth. Professor Lloyd Morgan discusses "The Realities of Experience," and Dr. Topinard continues his treatment of "Man as a Member of Society." Dr. Paul Carus, the editor of the *Monist* and other scientific publications, has a critical article on "Professor Max Müller's

Theory of the Self." The *Monist* is published by the Open Court Publishing Company, Chicago, U. S. A.

COLUMBUS SYSTEM OF VERTICAL WRITING, published by John Kehoe, 28, Barclay Street, New York, is a series of six copy books carefully graded. The vertical system of writing is fast gaining in popularity with thinking educationists, among the arguments in favour of it being, hygienic advantages, legibility, economy of space, ease of teaching. Besides, we have always regarded it as the salvation of the naturally poor writer. Another special feature about the Columbus System is the shape adopted for the books which is a compromise between the "book no wider than a sheet of note paper," and the very long book so generally used heretofore. This, we think, is an advantage, in view of the medical opinion that no child should be required to write a line longer than seven inches.

HART'S COMPOSITION AND RHETORIC, published by Eldredge and Brother, Philadelphia, is a new and revised edition of a standard text-book. The present revision has been made by Dr. James Morgan Hart, Professor in Cornell University, son of the author of the original work. Part I, dealing with style, has been little changed, but two new chapters have been added on Metre and Poetry. Part II, which treats of Invention, is however wholly the work of the reviser. A book like this, which has made a reputation for itself, needs little further recommendation. The arrangement of the matter, which constitutes an exhaustive treatment of the subject, is admirably arranged; and the very complete index makes the work not only a valuable text-book, but also a book of reference.

A DAUGHTER OF HUMANITY, by Edgar Maurice Smith, published by the Arena Publishing Co., New York. This is a romance with a lesson, and a lesson which our large cities cannot learn too soon. The author has a well-balanced style, and, with the publishing chances that have befallen our greater *littérateurs*, he is sure to come to the front. His experience as editor of the Montreal *Metropolitan* has given him an insight into social affairs which will stand him in good stead as a novelist. His first book will, no doubt, be highly appreciated, and make way for another successful literary career among our Canadian writers.

THE STORY OF THE ALAMO, a *brochure* by E. D. Fielder, and published by the *Youth's Advocate*, a paper for young people which has its home in Nashville, Tenn., is a graphic description of the event known in American history as the " Fall of the Alamo." It is a most interesting booklet, the subject matter being so arranged that the progress of events can readily be traced leading to the climax which was reached at San Antonio, Texas, on the sixth of March, 1836.

Official Department.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

REGULATIONS RESPECTING EXHIBITS OF SCHOOL WORK.

(In force November 1897.)

1. The regulations governing the preparation of school exhibits have been made to harmonize with those governing the preparation of specimens of school work for the Honourable Superintendent of Public Instruction, so that one and the same effort on the part of a school will satisfy both requirements. To this end the Department has concurred in the following arrangement:

(*a*) ELEMENTARY SCHOOLS. School Inspectors are authorized by the Superintendent to have the specimens required by Regulation 9, sec. 9, of the Protestant Committee's School Code prepared in accordance with the rules hereinafter enumerated, to retain them for exhibition at the Annual Convention of the Provincial Association of Protestant Teachers, and subsequently send them to the Department of Public Instruction.

(*b*) SUPERIOR SCHOOLS. The specimens of work annually sent to the Department from these schools may be made up in *two parts*, ONE marked "*For exhibit at Convention*," THE OTHER not so marked; and the Department will forward to the Convener of the Exhibits Committee, at the proper time, all packages marked " *For exhibit at Convention.*"

2. Elementary Schools must send in specimens of school work from *six pupils*, in writing, arithmetic, map-drawing, drawing and English composition; and from at least *three pupils* in book-keeping.

These specimens (33 in all) must be selected from Third and Fourth grades and from no others. Drawings must be from authorized text-books or developments of types contained in such text-books.

3. Superior Schools must send in *three* specimens from each of at least four grades in Academies and of at least three grades in Model Schools, (the lowest grade being Grade I Model School), in each of the following subjects, viz:—Writing, arithmetic, map-drawing, drawing, book-keeping, algebra, geometry and English composition.
4. The Elementary Schools of Montreal, Quebec, and Sherbrooke, and Elementary Departments of Superior Schools shall compete with one another, and form a separate class.
5. Speciments of Kindergarten, Botanical, and Industrial work may be sent from any school. Such shall be styled SPECIAL EXHIBITS.
6. Schools are recommended to prepare their specimens on authorized paper (8 x 10 inches). Any school, however, may submit its specimens on any other suitable paper of uniform size and mounting.
7. All specimens shall show (*a*) the name of the school and municipality from which they come, (*b*) the name, age, and grade of the pupils whose work they are, (*c*) the school year in which the work was done.
8. All specimens must be the *bona fide* work of the pupils whose names they bear, and must have been prepared within twelve months previous to exhibition.
9. All exhibits must be sent addressed to "Exhibits Committee, McGill Normal School, Belmont Street, Montreal," so as to reach their destination *at least two days* before Convention opens.

 Exhibits of Elementary Schools must be sent through the Inspectors of their districts; Exhibits of Superior Schools through the Principals or the Department.
10. Prizes and Certificates will be awarded annually as follows:—

 (*a*) Two prizes, consisting of school apparatus, of the value of $10.00 and $7.50 for the best exhibits sent in from High Schools and Academies under the above regulations.

(*b*) Two prizes of same value and under same conditions for the best exhibits from Model Schools.

(*c*) Two prizes of same value and under same conditions for the best exhibits from Elementary Schools.

(*d*) Two prizes of same value and under same conditions for the best exhibits from the Elementary Schools of Montreal, Quebec and Sherbrooke, and the Elementary Departments of Superior Schools.

(*e*) One prize of the value of $10.00 for the best *special exhibit.*

(*f*) Certificates of Standing to schools taking prizes.

(*g*) Certificates of Honour to schools not taking prizes or debarred from competing, but sending in exhibits (ordinary or special) of remarkable merit.

11. No school obtaining a first prize is eligible to compete again for prizes for three years; and no school may receive more than one prize for ordinary exhibits in one year.

12. The Executive Committee at its first meeting after each Convention shall appoint a Sub-Committee on Exhibits, whose duty it shall be :—

(*a*) To receive and display exhibits.

(*b*) To appoint three judges to award prizes and certificates, and to receive their report.

(*c*) To see that exhibits fulfil the prescribed conditions, and to arrange and classify before submitting to the judges all exhibits entitled to compete.

(*d*) To return exhibits after the close of Convention. *To secure their safe return all exhibits must be distinctly labelled. Ordinary exhibits must be fastened and protected between stiff covers; and special exhibits sent in suitable boxes or cases.*

This sub-committee shall continue in power until its successors are appointed, and shall report to the Executive Committee.

13. A grant not exceeding One Hundred dollars shall be made annually to defray the expenses of the Committee on Exhibits.

14. It shall be the duty of the Corresponding Secretary of the Association to notify prize winners, and to arrange with the Treasurer for the distribution of prizes and certificates, within a month from the close of each Convention.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 4th of October instant (1897), to make the following appointments, to wit:

School Commissioners.

County of Bonaventure, Paspebiac:—Messrs. Napoléon Aspirot and Abel Chapados, continued in office.

County of l'Islet, Lac Noir:—Messrs. Pierre Blier and François Pellerin, continued in office.

15th October.—To make the following appointments, to wit:

School Commissioners.

Two Mountains, Saint Scholastique:—Mr. Félix Lafrance, to replace Mr. Hyacinthe Fortier.

Montcalm, Rawdon:—Mr. Edmond Morin, to replace Mr. John Woods.

Terrebonne, Saint Jovite:—Mr. Charles Renaud, to replace Mr. Charles Saint Aubin.

His Honor the Lieutenant-Governor has been pleased by order in Council, dated the 15th of October instant (1897), to detach from the municipality of Egan, county of Wright, the following lots of the township of Egan, to wit: lots 39 to 45 included of range B, and lots 44 to 58 included of range C, of the said township, and annex them, for school purposes, to the municipality of "Aumond," in the said county of Wright.

21st October.—To detach from the municipality of Stanfold, Arthabaska, the following lots, to wit: Nos. 25, 26, and the west ¼ of lot No. 24 of the Xth range of the township of Stanfold, and Nos. 24, 25 and 26, of the XIth range of the said township of Stanfold, and to annex them, for school purposes, to the municipality of Sainte Victoire, in the same county. This annexation to take effect on the 1st of July next (1898).

29th October.—To detach from the school municipality of Saint Vincent d'Adamsville, county of Brome, lots No. 1 to No. 8 included, of the first range of the township of Farnham East, and annex them to the school municipality of Sainte Rose de Lima de Sweetsburg, county of Missisquoi. This annexation to apply to Roman Catholics only.

6th November.—To appoint Mr. Henry Harris, school trustee for "Sellarville," county of Bonaventure, to replace Mr. Alexander Harris, whose term of office has expired.

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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

No. 12. DECEMBER, 1897. Vol. XVII.

Articles: Original and Selected.

A REPORT OF THE PROGRESS OF AN EDUCATIONAL EXPERIMENT.*

By H. H. Curtis, Montreal.

Mr. President, Ladies and Gentlemen:

Will you permit me to call your attention to a piece of educational work which has been in progress for a number of years in the public schools of this city in connection with the study of the French language? I refer to the introduction of a method of teaching French which differs so widely from the traditional methods that its adoption, on so considerable a scale, challenges the attention of all persons interested in the movements of practical education, especially in this Province of Quebec, where the peculiar needs of the English-speaking minority in this regard have long claimed a more effectual recognition.

I venture to think, moreover, that a report upon the progress of such an experiment as this will be of no little practical value to those who are directly engaged in French teaching.

According to a familiar saying there are two sides to every question. Are there not four sides to every question? First, there are the pros and the cons. We all find that out, perhaps by bitter experience, before we advance very far on our earthly pilgrimage. Then, as we approach intellectual maturity, we realize, sooner or later,

* A paper read at the Teachers' Convention held in Montreal last October.

that there are two other sides to every question, I mean the theoretical side and the practical side, the ideal and its realization. Ideals are larger than their realization. What we would like to see done is one thing, what we are able to accomplish is often quite another.

You have all found this out and you have all realized two important conclusions which follow:—(1) That in passing judgment upon any piece of work accomplished, a generous allowance must be made for failure to reach the highest possible conception. He who has not found that out will have no peace of mind. (2) That no person is competent to give reliable advice on any practical question until he has tested and amended all his theories on the subject. Now I think it may be said that the French teachers of Montreal have fairly qualified, according to this principle, to discuss the application of the Natural Method of teaching French. For nearly eight years we have been steadily at work, testing and amending or adapting or rejecting every principle and every expedient of that method. During all this time, with the exception of a faint expression of our aspirations at the time our experiment was launched, we have consistently maintained a discreet silence. To-day we are able to report that in our public schools, corresponding to the elementary and model schools of the Province, we have estabished a French course, covering five years, which is conducted entirely in French. This course includes conversational practice, reading lessons, dictation, written exercises and a fair amount of grammar, but not a word of translation, and not a syllable of English. In discussing this subject I shall offer you no speculative opinions. I ask you to bear in mind that the method which I shall now proceed to discuss is that by which some five or six thousand pupils are taught daily by upwards of a hundred teachers.

It is not my intention to enter upon a minute description of this method. That is not the object of this paper. Recent graduates of the Normal School and many other teachers are already familiar with it. Moreover, it can only be acquired by practice, and the best preparation for such practice is to hear a number of lessons given by a competent teacher, when with plenty of practice under wise direction the necessary skill will be acquired. It will be quite sufficient for my purpose merely to indicate the es-

sential featnres of the method and briefly to discuss a few of them.

The oral lesson, which takes the place of vocabularies and the exercises of such a course as Fasquelle's, is the distinctive feature of the method. In this oral work, the pupils learn the meaning and the use of words and sentences, much as an Englishman would do in France by hearing them correctly employed, and then they acquire facility in using these words and sentences by repeating the utterances of the teacher, by answering suitable questions, and later on by describing and relating. When a word or an expression is first introduced, the teacher must contrive to suggest its meaning to the pupils without translating it. This is not so difficult a matter as might be supposed. A very large number of names, either nouns or adjectives, can be taught by simply pointing out the objects or qualities they designate:—Le livre, le crayon, le canif, rouge, noir, blanc. Then you have the elements of a model sentence: Le livre est rouge. Practice in constructing similar sentences follow at once. Putting the question, De quelle couleur est le crayon? You elicit the reply, Le crayon est noir.

Will you please observe that this answer is not a mere repetition? Similar sentences had been used by the teacher as models, and all the material required for this answer had been provided, but the answer itself is a new combination requiring thought. Indeed, the close attention and the precise thinking required in this exercise render it, in my opinion, a most excellent mental gymnastic. Moreover, the pupils are delighted to be able to answer you in French the first day, imagining that in a very short time they will have mastered the French language. That illusion, like many another, is both harmless and in the highest degree encouraging.

Other classes of words are taught similarly:—Prepositions by placing objects in different relations to each other; many verbs and adverbs by means of gesture. Practice in the use of the new forms is given at every stage of progress.

These object lessons may be greatly extended by the use of suitable pictures. This series (showing samples) includes about thirty of the commoner animals, birds, insects, etc. Fruits and vegetables are shown in the same way. These

pictures are of great service in holding the attention of young children. We have about half a dozen larger pictures showing the different rooms of a house and the objects which they contain. A series of lessons on these pictures, introducing not only the names of all the articles represented in the pictures, but everything that is habitually done in connection with them can be made to cover a good portion of a child's daily life. In the classes of the High School, to which the application of the method is now being extended year by year, the character of the oral work is somewhat different.

Learning to read must not be neglected. Our plan is to provide reading lessons based on the oral lessons, and containing no new matter. When pupils have learned the meaning of words and have had a thorough drill in pronouncing them, it only remains for them to see how the words look when they are written. The consonant sounds are practically the same as in English. A little time spent with the teacher in drill on the vowel sounds and on reading practice will enable the pupils to read with more than the usual fluency and correctness.

Learning to spell is also comparatively easy. French spelling is more largely phonetic than English spelling. The vowel sounds do not vary to the same extent. English students are greatly assisted in learning to spell by becoming thoroughly familiar with the sounds of the language. This is done in the course of the oral lessons. New words are usually written on the blackboard. There are exercises in copying in the earlier years, and later on a good deal of writing from dictation. These exercises, supplementing the reading lessons, accustom the eye to the appearance of the written language.

The advocates of the natural method are all supposed to be heretical on the subject of teaching grammar. Some of its earlier exponents went a little too far in their condemnation of rules, but on the other hand I am disposed to think that too much reliance is sometimes placed on the rules of grammar in learning a foreign tongue. Is it not better to lay the stress of the teaching upon practice? Then, when the rules are forgotten, as many of them are sure to be, their application has become a habit and they can be more easily dispensed with.

As a matter of fact, we find no special difficulty in teach-

ing all the grammar that is required in junior classes without making any explanations in English. For a considerable time, at first, we do not introduce any grammatical terms or formulate any rules. The constructions employed at this stage are very simple and if a mistake is made it is promptly corrected.

During the second year of our course, we find that our pupils have progressed sufficiently to enable them to understand simple rules stated in French. From this time, whenever the statement of a rule would be of service, it is introduced and memorized in French, but the systematic arrangement of the grammars is entirely neglected at this early stage. We find that the teaching of grammar presents much less difficulty than we anticipated. The nomenclature is practically the same as in English. The terms : singulier, pluriel, masculin, féminin, adjectif, verbe, adverbe, préposition, indicatif, présent, imparfait, etc., are readily understood without explanation. These terms need not be defined, having the same force in French as in English. All the necessary rules may be stated in very simple language. Take, for example, the rules for forming the plural of nouns, Règle générale, ajoutez un s au singulier. Les noms en s, x, z ne changent pas au pluriel. Les noms en al changent al en aux. Les noms en au et en eu prennent x au pluriel. Much attention is given to the conjugation of the verbs which occur in the lessons. On the whole, I am of the opinion that by the end of the fifth year of our course our pupils know as much grammar as they would have learned by the usual methods. They have learned it in French, thus killing two birds with one stone, and they certainly have had a more thorough drill in the application of these rules to the construction of sentences.

Before leaving this part of my subject I would like to point out that the method proceeds on a sound psychological basis. Let us consider the mental process involved in learning a language. Our students have already learned one language, namely, their own. If the word *chair*, for example, is pronounced in their hearing, the idea of a chair immediately arises in their minds and vice versa. In the same way, through the whole range of their experience, every idea is closely linked in their memories with its corresponding name. Now they are to learn a new set of

names for the same ideas and the question arises, Shall the new names be associated directly with the ideas themselves or with the English names? This question divides the two methods. The exponents of the Translation Method say, Let them be associated with the English names. If the pupils wish to express themselves, let them think in English and then translate their utterances into French. On the other hand, the advocates of the natural method maintain that the new names should be associated directly with the conceptions existing in the minds of the pupils, in which case they will not require to go through the hazardous process of thinking in English and translating into French. Now, in order to realize the importance of this difference, it is necessary to recall that it is impossible to speak French until we have got rid of this habit of translating. The two languages differ in their mode of expression. You wish to say, Here is a red apple, and, pressed for time, you hurriedly translate, Ici est une rouge pomme. Your experience may suggest many instances of this kind.

Another of the points of excellence of this method is that the stress of the teaching is placed where it should be, on the sounds of the language. The ear and the tongue are the organs which should be trained rather than the eye. Let pupils learn to read by learning first to speak. Let them learn written composition through oral composition. Many persons learn French so well that they are able to read and understand a French story, but if you take the book from them and tell them the story they will not understand you, nor will they be able to relate it even imperfectly to others. Such a knowledge of French is of unquestionable value, but it is not the kind of knowledge that we most require in this province.

I shall now proceed with a discussion of the conditions under which an oral method may be expected to succeed in public schools. Let us consider the necessary qualifications of the teacher. I do not hesitate to admit that the method is somewhat exacting from this point of view. First of all, the teacher's knowledge of the language must be of the practical kind. Within the limits of the work, which, after all, are narrow enough in junior classes, she must be able to pronounce correctly and to speak with reasonable fluency.

Many of the teachers employed by our Protestant School Board at the time this method was introduced, had studied French by methods which, to say the least, did not lay special stress either on fluency or on correct pronunciation. A considerable number of our teachers voluntarily undertook special studies for the purpose of rendering their knowledge of the subject, already sufficient in extent, available for the practical work which they were called upon to undertake. I mention this circumstance merely for the purpose of saying that this difficulty no longer exists to any great extent. Owing to the great improvements that have been made in recent years in the French course of our Provincial Normal School, the graduates of that institution are now well qualified in this respect to undertake such practical work as I have described in this paper. Here, by the way, is a point which bears upon the question of the extension of the work of the Normal School in the direction of more general professional training. Let this be done by all means, but if it is proposed to sacrifice any part of the excellent literary work now done in the Normal School, let the changes be made gradually and with great caution. I do not hesitate to say that the successful establishment of a French course with oral work as a basis would not have been possible, had it not been for the good work of the Normal School in teaching French as well as in teaching methods. At any rate, if our high schools and academies aspire to undertake the literary work now done in the Normal School, let them speedily follow the example of the Normal School and adopt a method of teaching French better suited to the practical needs of the province.

But a sufficient knowledge of the language is not the only essential qualification of a teacher of French by the natural method. She must also understand the method itself. Now, the few principles involved can all be stated in a few words and will present no difficulty of comprehension. They have been before the profession for many years in the writings of Dr. Sauveur and others. An excellent statement of them with admirable directions for their application, was addressed to the teachers of a primary grade by Dr. Robins, when, as Superintendent of Schools under the Protestant Board of School Commissioners, he introduced the method into the classes of that grade. Those who succeeded Dr. Robins in this work

have been enabled, through the enterprise of the Protestant Board of School Commissioners, to accomplish a more extensive application of the method than had ever been attempted in public schools. Out of this effort several problems arose which had not previously been solved. The question of the selection and arrangement of suitable material for such work will be treated in a subsequent paragraph. The best means of examining pupils taught by an oral method are still under consideration. The management of large classes of young children is necessarily a very different matter from individual teaching, or from the management of small classes of adults. The innumerable devices of the method for explaining the meaning of words without translating them, and for inducing pupils to practise their use might be left to the ingenuity of teachers of experience, but in the case of a large and constantly changing staff, some assistance in this matter has been found convenient for nearly all, and indispensable for many. The most important of all these problems is the training of the teacher.

At first, the School Board found it necessary to provide assistance for its teachers in acquiring the method, but here again the Normal School has come to our relief. Students in training at the Normal School see this work in progress in the Model Schools, where I have no doubt they acquire practice under skilful guidance. At all events I am in a position to testify that recent graduates of the Normal School do possess the necessary technical skill as well as the requisite knowledge of French to enable them to undertake this work in any part of the province. In this respect our position will presently be stronger still. The newly appointed lecturer in French at McGill University is an enthusiastic advocate of the natural method, and conducts his classes at the University entirely in French. So far as the qualification of the teachers is concerned, I see no reason why the method may not forthwith be introduced in the larger schools of the province. In many of these schools, one teacher has charge of the French work of all classes, in which respect they enjoy a decided advantage over the schools of Montreal, where it is not found practicable, except in the High and Senior Schools, to employ specialists in this subject.

In my opinion, the establishment of a definite and

systematic course of instruction is another essential condition of success. In other circumstances, the work is apt to be diffuse and superficial. The work sometimes fails through lack of thoroughness and drill. Adverse criticism has justly found this the weak point of the system. The subject matter of the oral lessons must subsequently be read and studied in order to make the impression definite and lasting.

Now it must be remembered that this is a new field. The method has long been before the public, but it has been employed for the most part by experts in teaching individuals and small classes of adults. The earlier text books, arising out of such experience, provided very little guidance or assistance for the teacher, which fact alone precluded the use of the method in public schools where specialists are not employed and where the *personnel* of the teaching staff is constantly changing. I may not, with propriety, discuss this topic as its importance deserves, but I will permit myself to say that in the more recent text books, of which a considerable number have appeared both in the United States and in Canada, an attempt has been made to meet the conditions that are found in large classes of children. The ideal course for such work has not, in my opinion, been laid down, but so much has been done in that direction that no teacher wishing to introduce the method in such schools as exist in this province will have any difficulty in selecting a fairly satisfactory course of study.

The results that are obtained by this method will be found to differ considerably from those which are reached where translation is the basis of the work. As I have said, stress is laid on the training of the ear and the tongue. Within well defined limits our students learn to understand, to speak, to read and to write. They do not learn the French language; that is the work of a life-time. They, however, become familiar with a good part of the essential language of current speech. In this province their knowledge is likely to increase instead of being forgotten. It is already sufficient to be a source of pleasure and of profit. In a year or two, it will be possible to state more definitely what amount of work can be accomplished during the time at our disposal. The work is proceeding in all classes with satisfactory results, but it is too soon to show our best

possible work. In the meantime, I cannot do better than quote the opinion of the teachers who employ the method in the schools under the control of the Protestant Board of School Commissioners. About a year ago, in anticipation of this paper, I addressed the following questions to the principals of these schools :—

How many of the teachers of French in your school think that the method we employ is better suited to the peculiar needs of the youth of this province and will give more satisfactory results than the methods usually employed in schools ?

Counting out about ten teachers who declined to compare the two methods on the ground of insufficient experience with one or other of them, one hundred and two teachers replied to this question. Of these, ninety-nine expressed their entire approval of the method, many of them in the heartiest manner possible.

To the second question, How many prefer to teach by this method ? and to the third, How many think that the pupils are happier studying French by this method ? Over ninety-five per cent. of those who replied gave affirmative answers.

This testimony will appear the more remarkable if it is remembered that in the teaching profession, as in all others, a considerable number will always be found who, as a rule, prefer the methods to which they have been long accustomed.

I will conclude this paper by stating, in order, some of the facts to which I have been permitted to call your attention :—

1st. A French course, conducted entirely in French and with conversational practice as a basis, has been for sometime in successful operation in the Public Schools of Montreal.

2nd. The method employed claims to be sound in principle and to provide good mental training.

3rd. Over ninety-five per cent of the teachers who employ this method testify that it produces more satisfactory results, than the usual methods, while they themselves and their pupils find the work less irksome.

4th. Recent graduates of the Normal School are qualified to teach French by this method.

5th. In many of the larger schools of the province the

conditions are even more favourable to the adoption of such a method than they are in the schools of Montreal where the French work cannot conveniently be placed in the hands of special teachers.

In view of these facts, and in view of the urgent and increasing public demand for more serviceable results in this branch of study, I do not hesitate to maintain that the question of extending the use of this method is entitled to the consideration of the teaching profession of this province and of all persons who have influence or authority in relation to our course of study.

Editorial Notes and Comments.

A right happy New Year to all our readers.

—It is with some diffidence that we even venture to hint at a subject which we have so often brought to the attention of our readers without any very tangible results. It is not for want of asking, that the teachers of this province do not avail themselves of the opportunity afforded by the pages of the Record, of giving to their fellow teachers the benefit of their experience in the class-room. We are led to broach the matter again by reading the following short editorial note in one of our exchanges: "There are always a number of teachers who have made genuine discoveries in education; they are not always able to describe their methods, however. Such should learn the art of describing the way they teach reading, obtain order, awaken interest, etc. They must learn to be clear, precise, and not prolix. It is a fact that new discoveries are being made in education all the time; and those making them should put them on paper and send them to us. The number of good writers on educational subjects is really small; it is usually said to be not over one in 10,000. The reason of this is believed to be, that so many go into the school-room because they must, and not because they like the work."

—Another matter which has been spoken of in the Record, is thus plainly and briefly put by the *School Journal*: "That the school should be a centre and *the* centre of intellectual activity for the community tributary to it, has been a thought often presented in these pages; it is

now being accepted as a solution of many problems that seem otherwise beyond the school. If it were possible (and who shall say it is not) we would have the principal of the school in our towns and cities live in or near the school building. We would have him impress himself on the community; the community is now, in our judgment, behind the school. The community needs to do more for the boys and girls than it does, after they leave the school."

—The Michigan *School Moderator* has a blunt way of putting things, as for instance when it says: "Teachers, do not be afraid to talk of school work with anybody. Be well posted on the very latest phases of educational thought, and be ready to talk it with any one interested in the subject. This is not 'talking shop.' Harping on petty annoyances, and enumerating the little details, may be classed as 'talking shop.' The teacher should be able and ready to converse on other subjects besides school subjects, but no teacher should feel any hesitancy in talking about educational topics." And speaking of the habit some people have of talking of their personal ills, the following remarks of Edward W. Bok, in the December number of the *Ladies' Home Journal*, apply to the teacher as well as to the layman. "Every one of us," says Mr. Bok, "has his or her own ailments. It is enough for us all to keep well ourselves: to be compelled to listen to the ailments of others does not make that task any easier. Besides all this, these unnecessary narratives of personal ailments are positively injurious to ourselves. Physicians all agree that many of the slight illnesses, of which some people make so much, could be cured if they would but take their minds from themselves. Too many people work themselves into illnesses, or prevent themselves from getting well, by talking about a petty ailment, which, if forgotten, would right itself. I will not say that women, more than men, are prone to this evil. But as the majority of women have more leisure than the majority of men, they are more likely to let their minds dwell upon every little ill that assails them, and talk about it. It seems to me that one of the most important lessons we can all learn with the close of the year is to refrain from inflicting upon others what is purely personal to ourselves. Let us cease this tiresome, this inconsiderate, this un-

necessary talk about our ailments. Cold and hard as it may seem, the fact is nevertheless true, and will ever remain so, that the vast majority of people are interested in what is pleasant in our lives, but not in what is unpleasant. Pains and sorrows are elements in our lives which are sacred and interesting only to ourselves."

—We are all tempted at times to doubt those parts of the biographies of famous men which treat of their early youth, and more particularly when we are told of the marvellous progress which some of these "infant prodigies" are supposed to have made in their youthful studies. Whatever we may have thought at such times, few of us have had the audacity to challenge the truth of the biographer, still less of the autobiographer. Now, however, some one has written to the *School Journal*, venturing to suggest that there is an educational danger in these otherwise harmless exaggerations—exaggerations which the writer referred to calls "big lies for little folks." He says:

In the olden time, the biographer endowed his hero with super-human wisdom and all the virtues of the fabled gods. The fictitious achievements of the mighty So-and-So were recorded in heroic hyperbole, unhampered by truth. The great were deified, and literature teemed with demi-gods and prodigies. Nor have the spirit of exaggeration and the love of the marvellous become extinct. Here, for instance, is an extract from a biography of John Fiske, published by a well-known house and intended especially for public schools: "His actual scholastic preparation for college may be said to have begun when he was six years old. At seven he was reading Cæsar, and had read Rollin, Josephus, and Goldsmith's Greece. Before he was eight he had read the whole of Shakespeare and a good deal of Milton, Bunyan, and Pope. He began Greek at nine. By eleven he had read Gibbon, Robertson, and Prescott, and most of Froissart, and at the same age, wrote from memory a chronological table from B. C. 1,000 to A. D. 1820;" and so on until he was sixteen, when he had read everything under the sun and had learned everything that mortal man ever knew or ever can know. The biographer fails to mention when Mr. Fiske learned such common things as spelling, grammar, arithmetic, and geography. Did he master these before the age of six, or did they come to him in his dreams? If he had mastered

orthography at the age of one, added grammar at the age of two, and so on, completing the common branches at six, then devouring science and languages ancient and modern in quick succession, his performance is, indeed, unsurpassed in fiction or fable, except by the infantile achievements of Horace Greeley, of whom a popular school history says: "At two years of age, he began to study the newspapers given him for amusement, and at four could read anything placed before him. At six, he was able to spell any word in the English language, was somewhat versed in geography and arithmetic, and had read the entire Bible."

Now, if Greeley, who could spell better at six than Noah Webster ever could, who could read before he could walk, and who had finished the Bible about the time ordinary children begin the first reader—if this miraculous prodigy failed even to be elected president, what chance is there for the average boy, who is unable, at sixteen years of age, to do what Greeley did almost as soon as he was born? Fables are harmless when there is a tacit understanding that the children shall only pretend to believe; but when we teach fable as fact, the child is deceived, and discouraged by contrasting himself with the fabulous children of books, and when finally he sees the deception, he distrusts all teaching and regards with contempt both teacher and books that put forth big lies for little folks in the clothing of truth.

Current Events.

At a recent meeting of the Protestant Board of School Commissioners of Montreal, the important matter of the education of children without means came up for discussion. From what was said it would appear that the Commissioners are doing all in their power, with the means at their command, to give to the children of the poor the same educational advantages as those who are better able to pay. Besides the free teaching of the really indigen', only two children in each family are requested to pay fees, all the rest being educated free. It was also remarked that in the public schools, the fees do not amount to more than one dollar per month for each pupil taught.

—The last report of the Montreal Commissioners shows that they have under their immediate control fifteen schools with an average attendance of 7,706 pupils. The McGill

Model School and the Baron de Hirsch School, which receive assistance from the board, have an attendance of 435 and 331 respectively. The system of kindergarten classes introduced five years ago is now established, a kindergarten class having been formed in each of the city schools excepting the Britannia School. At the present time there are twelve kindergartens with thirty-five teachers and six hundred and thirty pupils. The institution of kindergarten classes has led to the introduction of transition work, connecting the methods of the kindergarten with those of the regular school classes. In this connection, it may be mentioned that hitherto the board has trained its own kindergarten teachers, but that the McGill Normal School is now offering a course on kindergarten principles and methods, to be followed by those holding the advanced elementary diploma. The classes in cooking, inaugurated in some of the city schools during the last two years, have been successful, the lessons given being both practical and theoretical.

—THE next annual meeting of the National Educational Association will be held in Washington, U. S. A., from the seventh to the thirteenth of July. The advantages of this arrangement are that Sunday travel going to or from the meeting will be unnecessary. There will be no session on the afternoon or evening of Saturday, the time being given to social and other recreations. The churches of Washington will be invited to arrange for sermons and addresses bearing upon educational themes on Sunday, the ninth. It is believed that this relief of Saturday afternoon and Sunday, occurring in the midst of the session, will be welcome.

—IN view of the general interest which was taken in the recent election for the first mayor of what is called Greater New York, the following account of the department of public schools under the new municipal organization, taken from the *School Bulletin*, is interesting: "The working of the educational chapter of the new charter is recognized by all as likely to be for some years an experiment, which only experience will codify into rules and regulations that will answer the needs of the great city. The Greater New York has 900,000 children of school age, and nearly 9,000 teachers, and now expends nearly $11,000,000 a year for schools. The Board of Education consists of nineteen members, serving for one year,

and has charge of the business of administration. It is made up of the chairmen of the school boards of the boroughs of Manhattan and the Bronx, and ten delegates selected from and by those boards; the chairman of the school board of the borough of Brooklyn, and five delegates selected from and by that board; and the chairmen of the school boards of Richmond and Queens. It elects the city superintendent, the superintendent of buildings, and the superintendent of supplies, makes repairs and furnishes school buildings, purchases and distributes the supplies, administers the special school fund, acts as a board of trustees for the city college and the normal college, prepares and transmits to the board of estimate and apportionment the annual estimates for the entire system, and in general acts as the representative of the system. The members of the several borough boards are appointed by the Mayor for a term of three years, one-third retiring each year. That of Manhattan and the Bronx has twenty-one members, that of Brooklyn forty-five, those of Richmond and Queens nine members each. These boards have the care and oversight of the schools in their respective boroughs, appoint, promote and transfer all principals and teachers upon the nomination of the board of borough superintendents (except in Brooklyn), adopt courses of study and text-books upon recommendation of the board of borough superintendents, administer such part of the general school fund as may be apportioned to their boroughs, choose and determine sites for schools, and in general act for their respective boroughs. The city superintendent will be an extremely important officer. He nominates to the Board of Education four examiners, who, with himself, prepare the lists of those eligible for principals and teachers. Appointments in the several boroughs may be made only from these lists."

—The following figures may give some idea of the size of England's great university. Oxford has a freshman class of 725 this year. Of these only 300 come from the public schools, Eton sending 48, Winchester 30, Rugby, Charterhouse, Harrow, and Marlborough over 20 each, and eleven other schools over 10 each; the rest come from small grammar schools, only twenty having been educated by private tutors. There are only twenty students from the British colonies and a few from American and German universities.

—THE *School Journal* says in a recent issue: "The statement recently made in the papers, that the Russian government contemplated introducing compulsory education in that country, is officially denied. Compulsory education may some time be tried in Russia, but not for many years to come. As there are not sufficient elementary schools even in the large cities to meet existing requirements, any such plan would, at the present time, be impossible. Even if school buildings were erected to supply the demand, there are not educated people enough in the whole country to act as teachers. What the Russian government is doing is to plan new places of secondary education to meet the present needs, leaving the future to take care of itself."

Practical Hints and Examination Papers.

METHOD OF CONDUCTING THE RECITATION.—There is a good deal of truth in the following extract from Tompkins' "School Management," published by Ginn and Company, of Boston: "In the process of recitation, the teacher must avoid thrusting anything between the thought on the point under discussion and the minds of the class. A prominent form of this is that of requiring pupils to recite in words of the text, as if the text were a collection of memory gems. The recitation is a movement of thought on a given theme, and whatever requires straining to conform to language, when the form of language is not essential, checks the free movement of thought. The *memoriter* recitation may be very beautiful in outer form, but closely inspected, it reveals distortion. The pride of the teacher in the prim and so-called perfect recitation leads to formal and mechanical work, which defeats the object of the recitation. This prevails to such an extent that it is well to beware of the pretty and perfect recitation. When a history class, seated ever so correctly, with arms folded, say off in order, each in turn, the paragraphs of the lesson, and repeat by ingenious distribution till all show perfect preparation, it is not beautiful, because not the freedom of the inner life. Yet teachers have commanded exceptional salaries for skill in neat, ingenious mechanism. Two kinds of recitation in geometry are often heard. In one each member moves through the demonstration without a halt, triumphantly following

the figures and letters precisely as given in the text. In the other, the members struggle, stumble, and fail in the effort at original demonstration; but in this case there is intense and free demonstrative activity, while in the former there is but the pretense of demonstration ingeniously obscured by the perfect form of it. The recitation is beautiful just in proportion as it secures energy of thought, however struggling and halting it may seem; and the beautiful external form may be secured at the expense of this."

Breathing Exercises.—The exercises here given are taken from an article in the *Journal of Health*. The writer of the article, Dr. John L. Davis, suggests it as of great value in developing the lungs. Standing as erect as possible, with shoulders thrown back and chest forward, the arms hanging close to the body, the head up, with lips firmly closed, inhalation is to be taken as slowly as may be; at the same the extended arms are to be gradually raised, the back of the hands upward, until they closely approach each other above the head. The movement should be so regulated that the arms will be extended directly over the head at the moment the lungs are completely filled. This position should be maintained from five to thirty seconds before the reverse process is begun. As the arms are gradually lowered, the breath is exhaled slowly, so that the lungs shall be as nearly freed from breath as possible at the time the arms again reach the first position at the side. By these movements the greatest expansion possible is reached, for upon inspiration the weight of the shoulders and pectoral muscles are lifted, allowing the thorax to expand fully, while upon exhalation, in lowering the arms, we utilize the additional force of the pressure upon the upper thorax to render expiration as complete as possible. These deep respirations should be repeated five or six times, and the exercise gone through with several times a day. It is hardly necessary to remark that the clothing must in no way interfere with the exercise. In some cases this exercise is more advantageous when taken lying flat on the back, instead of standing. In this position the inspiratory muscles become rapidly strengthened by opposing the additional pressure exerted by the abdominal organs against the expanding lungs. And, on the other hand, expiration is more perfect and full on account of the pressure of these organs.

In a somewhat similar connection, these suggestions for keeping erect, given by the *Youth's Companion*, will be found to be a great help in avoiding the roundness of shoulders and general stooping position with which the teacher, from the nature of school work, is too apt to be afflicted. 1. Make it a rule to keep the back of the neck close to the back of the collar. 2. Roll the shoulders backward and downward. 3. Try to squeeze the shoulder blades together many times a day. 4. Stand erect at short intervals during the day—head up, chin in, chest out, shoulders back. 5. Walk or stand with hands clasped behind head and elbows wide apart. 6. Walk about, or even run upstairs, with from ten to forty pounds on top of head. 7. Try to look at the top of your high-cut vest or your neck-tie. 8. Practice arm movements of breast-stroke swimming while standing or walking. 9. Hold arms behind back. 10. Carry a cane or an umbrella behind small of back or behind neck. 11. Put hands on hips, with elbows back and fingers forward. 12. Walk with thumbs in arm-holes of vest. 13. When walking, swing arms and shoulders strongly backward. 14. Stand now and then during the day with all the posterior parts of the body, so far as possible, touching a vertical wall. 15. Look upward as you walk on the sunny side of the street.

When Visitors are in.—A writer in the *Educational News*, gives the following bits of advice to teachers who do not know the proper attitude to assume in the presence of visitors in the class-room.

Don't make excuses.

Don't ask visitors if they wish any certain subject taught.

Don't change the regular order of work unless requested.

Teach as if no stranger were in the room.

Don't leave your pupils and pay too much attention to the visitor. There is sure to be disorder if you do.

Always be ready for visitors. Never allow your pupils to get into such conditions or positions as you would not care to have visitors see.

Don't try to cover mistakes of pupils. Mistakes are only natural. Visitors enjoy them and delight to see children correct themselves and each other.

Be natural. Don't put on a "visitor's" manner of voice. The children will notice it, and, being unused to the sudden change, will not respond promptly. They will, too, set you down as a hypocrite.

QUESTIONS IN GEOGRAPHY.— The following questions in geography, with appropriate answers, are reproduced from that bright educational journal, the *Canadian Teacher*. Our readers will find them a valuable test of the work that is being done by the pupils.

1. What is the earth ? The sun ? The moon ?
2. Describe the orbit of each of these.
3. Distinguish the diurnal from the annual motion of the earth. What is the purpose of each ?
4. What is the circle of illumination ?
 Show two causes for its constant changing.
 How does it divide the equator ?
 How does it divide the parallels of latitude ?
 When does it bisect them ?
5. What are the equinoxes ? The solstices ? Account for each name.
6. Account for the length of a day, a month, a year.
7. Why do the sun and the other heavenly bodies appear to us to move from the east to the west in twelve hours ?
8. Why does the moon rise and set later each succeeding day while the time of sunrise and sunset vary so little ?
9. What produces the change in seasons ? What produces the change in length of day ?

ANSWERS.

1. The earth is a planet—a heavenly body revolving round the sun.

The sun is the centre of the solar system.

The moon is a satellite—a heavenly body revolving round a planet.

2. The orbit of each is an ellipse. The moon revolves around the earth, the earth around the sun and the sun around the centre of the universe.

3. The diurnal motion of the earth is its rotation on its own axis. The annual motion is its revolution around the sun. The first produces the succession of day and night. The second produces the change in the seasons and the change in the length of day and night.

4. The circle of illumination is that line on the surface of the earth which divides the light part from the dark.

It is constantly changing on account of the rotation of the earth and also because of the annual motion. It always bisects the equator.

On each succeeding day it divides the parallels differently. It bisects the parallels at the equinoxes.

5. The equinoxes are those times of the year when the sun shines vertically over the equator and we have equal day and night.

The solstices are those times of the year when the sun shines vertically over the Tropic of Cancer or over the Tropic of Capricorn. The sun then appears to stand still in his northward or his southward course in the heavens.

6. A day is the length of time it takes the earth to turn once on its axis. A month is the time it takes the moon to revolve once around the earth. A year is the time it takes the earth to revolve once around the sun.

7. The heavenly bodies appear to us to move from the east to the west in twelve hours because the earth makes one half a revolution towards the east in that time.

8. The moon is constantly revolving around the earth towards the east, and therefore is changing its relative position to us, while the sunrise depends merely on the rotation of the earth, and that is regular.

9. The change in the seasons is caused by the annual motion of the earth with its axis inclined to the plane of its orbit, and having the axis always pointing in the same direction. The change in length of day is caused by the daily and annual motion of the earth and the inclination of the axis to the plane of its orbit.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The educational feature of the December *Atlantic Monthly* is an article on "State Universities and Church Colleges." Every number of the *Atlantic* contains an article on some large educational subject, and in its prospectus for 1898 it announces a series of articles of the first importance on "Modern Psychology and its contributions to Education." In an early number of the new volume will appear an article by Mrs. Alice Freeman Palmer, on "The Ideal Relations of a Community to its Public Schools." Among the other interesting features promised by the *Atlantic* is a new serial by Gilbert Parker, author of the "Seats of the Mighty." The indications are that the forty-first year of

this progressive magazine's life will be a most important one.

The December number of the *Ladies' Home Journal* is a special Christmas one, containing a wealth of matter appropriate for the holiday season. A year's subscription to the *Journal* makes a gift that cannot but be appreciated by the recipient. The publishers are the Curtis Publishing Company, Philadelphia.

Among the special Christmas features of the *Canadian Magazine* for December, are several beautifully illustrated poems and holiday stories. We are glad to learn that the *Canadian* has had a prosperous year, and that its prospects for 1898 are very bright. May it go on and prosper, as, indeed, it deserves to do.

The *Hesperian*, that independent literary quarterly hailing from St. Louis, is as good as ever in its November-January number. The *pièce de résistance* is a study in Shakespeare, "The Strength of Antonio," and there is a cleverly written paper on "England in Egypt and the Soudan." The literary notes by the editor, Mr. De Menil, in the "Literary Wayside," are as bright as in former numbers, and that is saying a great deal.

In the December number of the *Presbyterian College Journal*, Montreal, is reproduced a paper, "The Parousia," by the Rev. D. J. Fraser, of St. John, N. B. It is a thoughtful essay, and the reader will be well repaid for his perusal of it.

EPIMETHEUS is the title of a poem addressed to his students by Dr. J. Clark Murray, professor of mental and moral philosophy in McGill College. Those who have had the privilege of receiving instruction from Dr. Murray, either at Queen's College, where he taught for ten years, or at McGill, where he has been a member of the staff for the last twenty-five years, will surely feel much gratification on reading these reminiscent and hopeful lines, and will at the same time appreciate the metrical grace which characterizes the kindly sentiments expressed. *Epimetheus* has been published and forms a dainty little booklet.

PRISONERS OF THE SEA, by Florence M. Kingsley, and published by the Copp, Clark, Company, Toronto, is one of the most entrancing of the many good stories which have

been recently published. The scene is laid in the last decade of the seventeenth century, and the narrative circles round one of the most interesting personalities in French history, the mysterious "Man with the Iron Mask." It is a book that no one will lay down till the end is reached; and though the plot is not intricate, the reader is held in a certain suspense as to the *raison d'être* of the beautiful palace on the lonely island, until the last chapter, when all is explained. The get-up of "Prisoners of the Sea" is excellent, making it altogether desirable as a gift book.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 11th of November instant (1897), to detach from the school municipality of Sainte Louise, in the county of L'Islet, the following numbers of the cadastre of Sainte Louise, to wit: Nos. 64, 67 and 69, and to annex them, for school purposes, to the municipality of "Saint Aubert," in the same county.

This annexation will take effect on the 1st of July next (1898).

His Honor the Lieutenant-Governor has been pleased, on the 15th November instant (1897), to make the following appointments, to wit:

School Commissioners.

Huntingdon, Saint Romain of Hemmingford: Revd. Mr. François Xavier Goyette, instead and in place of Revd. Mr. Jean A. Ducharme, who has left this parish.

Saguenay, Fox River: Mr. Flavien Bouliane, instead and in place of Mr. Gabriel Bouliane, absent from this municipality.

Témiscouata: Mr. Hubert Morin, instead and in place of Mr. J. A. Lavigne, who has resigned.

17th November.—To detach from the school municipality of "Côte Saint-Michel," county of Hochelaga, the village of "Villeray," and erect it into a distinct school municipality, with the same limits as are assigned to it by the proclamation of the 30th day of October (1896).

This erection to take effect on the 1st of July next (1898).

To make the following appointments, to wit :

School Commissioners.

Dorchester, Saint Abdon : Mr. Bélonie Bisson, to replace Mr. Hubert Vachon, whose term of office has expired.

Parish of Rimouski : The canon A. D. Vézina, parish priest, of Rimouski, to replace the Revd. Mr. Luc Rouleau, who has left the municipality.

Town of Rimouski : The canon Vézina, to replace the Revd. Mr. Luc Rouleau, who has left the municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 19th of November instant (1897), to detach fram the municipality of Saint Ignace de Missisquoi, the following cadastral lots, to wit: Nos. 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1456, 1457, 1459 and 1462, and annex them, for school purposes, to the municipality of Missisquoi.

This annexation will take effect on the 1st of July next (1898).

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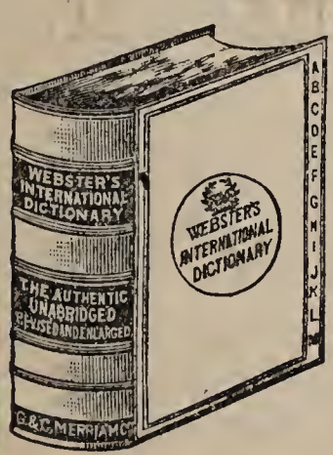
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The Educational Journal, Toronto, says:—Its system of marking pronunciation—a most important feature—is admirable in its simplicity. Definition has always been a strong point with Webster, and in this respect the International has, we believe, even improved upon its predecessors.—January 1, 1896.

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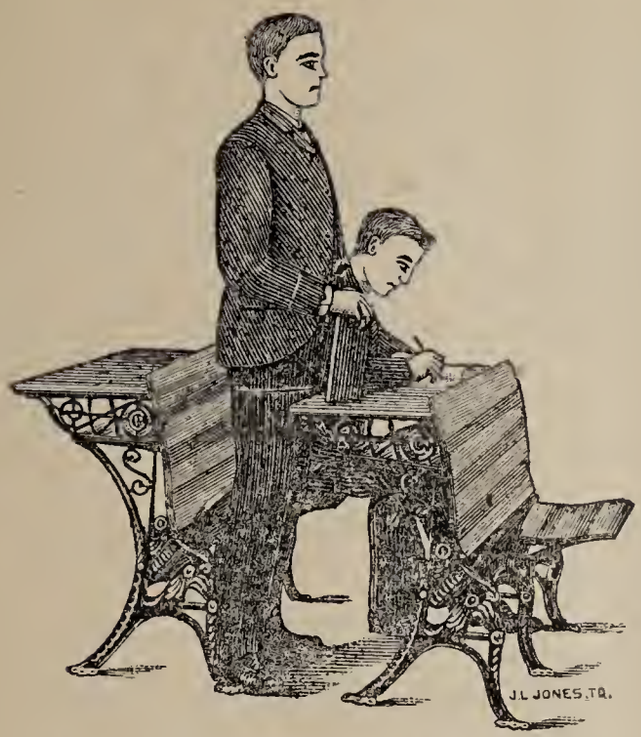
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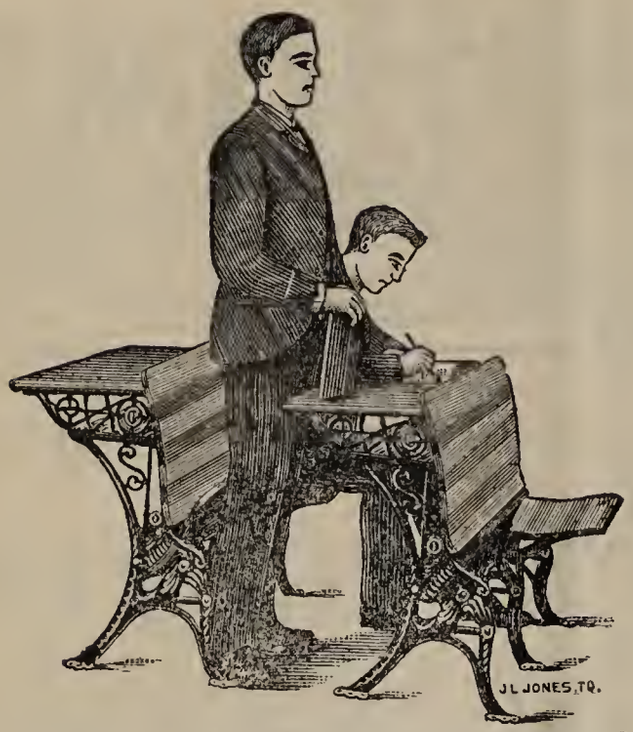
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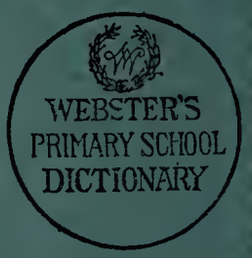
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